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ABSTRACT

This inventory of model programs in rural postsecondary education is part of a larger project to provide current research and resource information to rural educators and policy makers. The inventory is illustrative--not comprehensive or exhaustive--and results from mailing 805 survey instruments which elicited 251 responses and 183 candidates for inclusion. The 54 entries finally selected as "model" programs are organized into the following categories: Continuing Education, Community Colleges, Job Training, Professional Development, Community Education, Adult Basic Education, Rural-Focused Curricula, and Community Development. Each entry lists information that describes the program's goals and objectives, how the program is run and who it serves, its innovative aspects, its funding sources, its resources available for exchange, and who to contact. Information regarding each program's delivery system is also provided. Five indexes categorize entries by program type, sponsoring institutions, target population, technology and format used, and state. An appendix includes a copy of the survey designed by the staff at the Western Interstate Commission for Higher Education, an alphabetical listing by state of all respondents, and the contacts from which the survey mailing list was compiled. Following the inventory is a section which describes rural education resources. (PM)

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Serving the Rural Adult:

Inventory of Model Programs in Rural Adult Postsecondary Education

The Action Agenda for Rural Adult Postsecondary Education

ACTION AGENDA

This publication was made possible, in part, by a grant from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. Its contents do not necessarily reflect the views of the Fund.

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SERVING THE RURAL ADULT: INVENTORY OF MODEL PROGRAMS IN RURAL ADULT POSTSECONDARY EDUCATION

The Action Agenda for Rural Adult Postsecondary Education

Karen A. Hone
Western Interstate Commission
for Higher Education
October 1984

WICHE
Improving Education in The West

In 1981 the Fund for the Improvement of Postsecondary Education (FIPSE) sponsored a landmark National Invitational Meeting on Rural Postsecondary Education in Kansas City. Attended by 28 rural educators from 17 states, this meeting called for the cooperation and collaboration among professionals, the institutions and organizations they represent, and their professional organizations. This call was received enthusiastically by rural educators throughout the country, confirming the need for some form of national communication among the diverse disciplines and institutions serving rural adult postsecondary education needs.

An outgrowth of the Kansas City Conference, the Action Agenda Project is a cooperative effort of three divisions of continuing education (Kansas State University, Eastern Oregon State College, and the University of Minnesota at Morris) and WICHE (Western Interstate Commission for Higher Education). University for Man at Kansas State University is the principal investigator and coordinating agent for the project.

Funded in part by the Fund for the Improvement of Postsecondary Education (FIPSE), this two-year project is designed to bring about direct reform, innovation and improvement of educational opportunities available to all rural adult postsecondary learners. Within the term educational opportunities, we include those activities that enhance recreational and non-traditional credit studies, as well as for-credit institutional programs at the baccalaureate level and beyond. Our agenda embraces the concerns expressed by divisions of continuing education, extension agencies, small colleges in rural settings, community-based organizations, and non-traditional programs at universities, rural and small schools and a host of efforts that defy categorization.

This directory is one of a series of four publications prepared by the Action Agenda Project. Serving the Rural Adult: Inventory of Model Programs in Rural Adult Postsecondary Education presents descriptions of 54 illustrative programs across the entire range of educational providers. Serving the Adult: A Demographic Portrait of Rural Adult Learners merges data available from the National Center for Educational Statistics (NCES) with a series of augmentation studies conducted at five rural sites to provide us with a clearer picture of the needs, characteristics, motivations and participation patterns of rural adult learners. Serving the Rural Adult: Directory of Consultants for Rural Adult Postsecondary Education is designed to provide practitioners in new or isolated programs the access to experienced professionals. Serving the Rural Adult: Private Funding Resources for Rural Adult Postsecondary Education presents profiles of private foundations involved in rural postsecondary education. These publications are available at cost from the Action Agenda Project.

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Preface

Work on this publication has been a journey from snowbound towns in Maine to Oregon's eastern plains--through letters, surveys, and telephone calls. Reviewing all of this material has been an enlightening experience. The total is an impressive story of many dedicated professionals and enthusiastic students who are committed to providing and partaking of quality adult education in rural areas. The challenge to do so is a continuing one, and after spending months delving into the programs, I congratulate those professionals on providing such valuable opportunities for their students.

My particular thanks must go to my assistant at the Western Interstate Commission for Higher Education, Mary Sloan, for her untiring help in sorting, writing, editing, and managing the massive volume of information.

Karen A. Hone
Boulder, Colorado
October 1984

Introduction

Images of rural America are diverse and changing every year. The idyllic, productive way of life that represents rural living to most people has been changed by new technologies, economic fluctuations, and population shifts. That stereotyped picture of a farm with windmill and board fence now might include sophisticated, expensive machinery and computer-assisted communications. As traditional agricultural processes become more mechanized, the percentage of rural population engaged in direct agricultural employment is lessening. The traditional definition of rural populations being linked to agriculture is being redefined to include small communities, usually with less than 15,000 residents who may or may not be employed in agriculture but whose lifestyles and economies are directly related and dependent upon land resources. This changing definition means that often rural populations across the country are coming into contact with continual changes in employment and services that used to occur primarily in urban areas.

An expanded definition of rural populations is accompanied by a demographic shift, first documented in the 1980 census, into rural areas. The 1980 census showed that Americans had stopped moving out of rural areas; instead, the rural population increased more than the metropolitan population. Who are these new rural residents? They might be retirees, urban dwellers wanting to experience the slower pace of a rural community, or employees of industries seeking a cheaper, cleaner environment in which to operate. The backgrounds of the new rural residents are as different as the rural areas themselves, whether they live in the remote Alaskan villages, the Midwest farmlands, or the Appalachian hills.

Amid the change and the contrasts, one aspect has remained constant: the desire for continuing education. As rural adults deal with the impacts of technology, changing employment patterns and new residents, their desire for access to expanded postsecondary and continuing education opportunities is increasing. For rural adults, a definition of postsecondary and adult education is multi-faceted, reflecting the interdependent nature of the rural way of life. Continuing adult education is sought for many reasons: attainment of academic degrees, personal development and growth, professional training and certification, job training, basic education and literacy, and community development.

Rural populations have traditionally been served educationally by such entities as the land-grant college system or the agricultural extension network. With the changes of the last decade, many different institutions and agencies have taken up the task of providing adult education, both credit and noncredit. The variety of programs described in this report is just a sampling of the tremendous variation in content and operation of programs now serving rural learners.

For example, this diversity includes programs as different as a craft school that preserves traditional rural folk art and a master's program beamed by satellite to rural sites. The range of learning levels in rural areas goes from doctoral dissertations to basic literacy. Each falls within the scope of this publication.

This is a story of many different programs and people. Behind each description are rural adults who are motivated to learn, and educators motivated to explore new ways to deliver services and education despite the geographic, weather, and distance limitations. The common thread of each description here is that the program is innovative in operation, content, or philosophy as it seeks to serve rural adults. There is an array of program ideas, and each reader will note elements that could be adapted for use in his or her particular area. From these descriptions, rural educators and policy makers might extract strategies for providing education to rural adults that have been tried in other areas of the country.

Purpose of the Inventory

Compilation of this inventory has been part of a larger project to provide current research and resource information to rural educators and policy makers. The Action Agenda for Rural Adult Postsecondary Education is a cooperative project between three divisions of continuing education (University for Man at Kansas State University, Eastern Oregon State College, and the University of Minnesota at Morris) and the Western Interstate Commission for Higher Education. It was formed to:

- develop statistical descriptions of the characteristics of rural learners through an analysis of National Center for Education Statistics data;
- produce publications on existing funding resources, professionals, and programs in rural postsecondary education;
- sponsor regional professional development workshops for rural educators and policy makers;
- conduct networking and advocacy activities related to rural postsecondary education issues.

Project efforts have been guided by a steering committee. The two-year project was funded in part by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

This inventory of model programs in rural postsecondary education was meant to be illustrative, not a comprehensive or exhaustive collection of rural programs. It is designed to be interdisciplinary and national in scope. Scanning the entries, one notes a diversity of applications and resources in place to serve rural learners. It is important to recognize that for every program listed in the document, there are many other quality programs in operation. Those included here were simply considered to be particularly illustrative examples.

There are many ways that a program can be considered innovative, or in some sense a "model." Data collection for this effort sought examples of:

- organization, structure, or governance (consideration of who cooperates, sets policy, and how it is administered);
- content (diversity of curriculum materials adapted to meet rural needs);
- delivery systems (methods used to counter distant learning restrictions, e.g. geography, weather, limited public transportation, sparse population, inadequate communication systems).

Additional elements considered were (1) the extent and quality of student services offered (counseling, financial aid, library access), (2) how the program was funded and the cost to the student, (3) types of technology used, and (4) if the program was created to serve a particular target population. Review of the programs was based on materials submitted by program directors; no attempt was made to evaluate or research their efforts beyond this material.

Information Gathering

A special mailing list for this effort was compiled during the fall of 1983 by writing each national association that dealt with higher education, continuing education, or rural advocacy. A list of contacts made is included as Appendix 1. Each association was asked for its recommendation of constituents and model programs in rural postsecondary education. In addition, the higher education executive officer was contacted in each state to request contacts at the state and institutional level. Over seventy-five foundations were also contacted for suggestions of efforts they supported in rural areas. The initial inquiries produced many suggestions of whom to contact. These were compared, corrected, and refined as the process continued.

The survey was designed by staff at the Western Interstate Commission for Higher Education and reviewed by the steering committee to determine if it would produce the desired breadth of information about each program. The survey is included as Appendix 2. In January 1984, 805 surveys were mailed. Of 251 responses, sixty-eight were set aside as not being applicable and 183 were considered for inclusion in the inventory. From these possibilities, fifty-four were selected and are described in this publication. A total listing of all respondents is included as Appendix 3.

Traditional factors such as the number of students served, years in existence, or population of service area were considered as criteria for inclusion in the publication. It soon became apparent, however, that such yardsticks were too restrictive. Consequently, programs were reviewed for these aspects:

- were they providing effective service, and how did they measure that;
- did they represent an unusual cooperative arrangement or structure;
- had they established scheduling, curriculum, or policies that were nontraditional;
- what use was made of technology;
- could the program be replicated in different areas of the country.

This analysis allowed the inclusion of programs with a wide range of purposes, content, and number of participants--associate, undergraduate, and graduate-level degrees; vocational training; community education and personal development; professional training and certification; and economic development.

After programs were categorized for consideration, the list was reviewed by the steering committee for further suggestions. The written program description of each final entry was sent back to the original survey respondent for editing and review for accuracy. Rural practitioners were thus an integral part of the process.

Categorization of Material

Entries are categorized by program type: continuing education at a four-year institution, community colleges, job training, professional development, community education, adult basic education, rural-focused curricula, or community development. Given the extreme diversity of programs that serve rural learners, categorization in some cases was arbitrary, since one program might fit in two or three different sections. Where this occurred, a program was cross-referenced in all appropriate categories and listed at the end of that section.

The categories are defined as follows:

- Continuing Education. This section includes continuing education programs sponsored by four-year colleges or universities that offer undergraduate and graduate degrees. Many of these programs have existed for years, known as the institution's extension, outreach, or field-based efforts.

- Community Colleges. This section includes community college programs that result in associate degrees. Often these are coordinated with a nearby four-year institution. Numerous specialized programs operated by community colleges appear in the other categories as well.

- Job Training. These programs, despite a wide variety of sponsoring agencies, concentrate on job training, either at a professional level or at an entry employment level. The common focus is that these programs seek to upgrade and instill vocational skills.

- Professional Development. These programs are aimed at practicing professionals in a variety of disciplines to upgrade their skills and increase their state-of-the-art knowledge. This section also includes programs that concentrate on preparing professionals to work in rural areas.

- Community Education. These are noncredit courses, workshops, and other efforts that focus on personal growth and development through skills and education. They are offered at a great variety of sites and are sponsored by many different agencies.

- Adult Basic Education. This section includes programs that generally began during the 1970s to provide basic developmental education in mathematics and reading. Some of these programs lead to the General Equivalency Diploma certificate, and some deal with basic literacy skills.

- Rural-Focused Curricula. This section describes curricular content that deals with rural topics, ranging from agriculture to resource management to public administration. There are both credit and noncredit efforts. This section also describes several examples of private industry assisting higher education to support rural-related curriculum development.

- Community Development. These programs relate to the growth and quality of rural communities--their leadership, economic development, and available services. The focus here is on the community as a whole, rather than the individual learner.

In addition, the section on Rural Education Resources lists a variety of programs and organizations that rural educators or policy makers might want to be aware of. There is no particular priority or criteria for inclusion in this section, other than these efforts are either national or regional in scope, or they are so broad that it was impossible to categorize them into another section.

How to Use the Inventory

Each entry lists comparable information:

- goals and objectives,
- brief narrative description of how it operates and who it serves,
- innovative aspects,
- funding sources,
- resources available to exchange or share with other rural educators,
- whom to contact for more information.

One might wish to consider the information as a whole and choose a particular aspect, such as funding sources, to scan for each program. Reviewing the material in this manner, for example, indicates the limited funding by private sources but also points up some particularly low-cost or widely cooperative funding mechanisms. One might choose instead to scan all the innovative aspects listed, looking for those elements most appropriate for a local service area. Analysis of all the material can thus be made in several different ways--by program type or by comparing parallel aspects of each entry.

Indexing of various aspects has been provided to assist the reader in pinpointing other specific factors.

- Entries by Program Type: Index A, p. 145.
  Entries are listed in the order they appear in the document with page numbers for reference.
- Entries Alphabetical by State: Index B, p. 147.
  For additional reference, entries are listed by state.
- Entries Categorized by Sponsoring Institutions/Agencies; Index C, p. 149.
  Entries are indexed by the administering institution or organization.

- consortium of institutions,
- four-year college or university,
- governmental agency,
- nonprofit association,
- private school,
- regional library,
- research institute,
- state department of education,
- student cooperative,
- two-year college (community college),
- vocational-technical institute.

- Target Population Served by Entries: Index D, p. 151. Programs created to serve a particular minority or other population are grouped together.

- Technology and Format Used by Entries: Index E, p. 153. Programs are indexed by the kinds of technology and format they employ in their delivery of adult education. This will allow readers interested in one particular use of technology or organization to follow up with those who have had experience in that area.

Delivery Systems: From Vans to Satellites

Defining "delivery system" is an imprecise task for educators. Rural program directors' descriptions of delivery systems differed from survey to survey. For this inventory, "delivery system" was defined as a composite of three components: organizational structure, instructional format, and technology used. Analysis was made of how each program was organized and administered to reach its students and what format was used to actually present the material. This, then, represents the "delivery system," and the diversity is once again apparent. Organizational structures and sponsors ranged from existing networks such as the cooperative extension offices and agents to universities, consortia, or nonprofit associations. Instructional format components referred to the techniques for delivering content, including traditional classrooms with the teacher and students face to face, seminars or workshops, weekend sessions, or remote broadcasts. Since technology in the rural educational setting has such great potential to increase access, the specific types of technology used were analyzed, and included everything from audio tapes to satellite broadcasts.

To assist the reader in determining components of the delivery system that a particular program uses, there is a brief listing at the side of each program description. These key phrases list sponsoring organization, technology used, instructional format, and target populations served.

Successful Programs: Common Characteristics

Taken as a whole, the programs in this document represent successful efforts to serve rural adults. Despite the vast diversity in content, organization, and purpose, there are a number of elements that seem to be present consistently. It is these elements that could be considered some of the common denominators of success. From the volume of information these aspects emerge repeatedly.

- A specific societal need is being met. Many of the programs had not done a formal needs assessment before they were established, yet each was indeed meeting a specific perceived community or general educational need. These programs were not created in the abstract by a planning committee removed from the participants; they were started in response to either a grassroots request or a clear educational need that emerged over time. This close tie between the program's purpose and its product seems to add to its successful acceptance. Such a link is perhaps illustrative of an Alaskan administrator's description of successful rural education programs being generally more applied than theoretical.

- Students' expectations are addressed. For the most part, rural students are near the age of thirty, and many have a specific expectation for the knowledge or training they will receive from any educational program. Program directors and administrators, therefore, seem to stay responsive and attuned to the rural students' needs and expectations, perhaps slightly more than for their urban counterparts. Curriculum is actively shaped by employment possibilities, social or political issues in an area, students' prior experiences, and what they will find useful. Rural students who are making an effort to participate in education--who overcome transportation, weather, or communications problems to come to class--expect an education system that takes that into account. Flexible policies (such as requiring registration during certain hours or receiving fees by a certain date) seem to be required more often in the rural learning setting than the urban setting. In addition, the professional detachment that may exist between professor and student on an urban campus seems to occur less often in a rural learning situation; the professor, in many cases, is a neighbor or colleague in the small rural community.

- Cooperation is extensive. These programs represent many different cooperative arrangements: interinstitutional, postsecondary and elementary-secondary, public and private sector. In a rural area where educational resources may be limited to begin with, new programs need to capitalize on all the existing resources they can. Traditional rivalries or "turf" issues have to be overcome to form a partnership with a common goal: serving the rural student. These programs often have done just that. One program, for example, began with the

cooperation of a state department of education's division of corrections education, a local cable television company, and a local newspaper. Several other programs illustrate cooperation between community colleges and school districts. Yet another exemplifies a consortium of institutions among several counties that have agreed to share resources.

- Descriptive materials are concise. The literature describing these programs is refreshingly free of technical postsecondary jargon such as "matriculation," "articulation," or the like. A reader might find instead: "When you decide that you would like to transfer from this program to a degree program," or "If you think you wouldn't qualify, call us." The jargon-free appeal to a rural adult student, whose involvement with postsecondary education may have been limited, is certainly increased. Generally, program materials describe the purpose and operation clearly and simply, inviting questions and participation.

Persistent Problems Encountered by Rural Programs

While there are characteristics of success that these programs have in common, there also are patterns in the barriers and problems that the programs have encountered. A program director in the Northeast reports frustrations similar to those of a director in the Southwest. Examples of these are described below.

- Lack of cooperative planning. The vast diversity of survey responses exemplifies a problem in the field of rural adult education: often there is limited knowledge of what resources exist within one state for the rural learner. In some cases there is no single source of program information within a state, yet there might be an exemplary program underway. The massive, federally funded programs that have impacted rural education (e.g. vocational education, cooperative extension, rural resource development efforts) have started well-established programs to serve rural adults that now are supplemented by university outreach, community education, or economic development efforts. This vast collection of programs rarely seems to be coordinated between sectors and educational levels. While there may be excellent cooperation at institutional or county levels, coordinated planning and knowledge at the statewide or regional level seems to be the exception.

- Funding. Fiscal constraints are found nationwide. Rural educators, like their urban colleagues, face a continuing struggle to keep programs funded and to develop new funding sources for expansion. In only a few instances were innovative programs established with adequate funding for a definite period of time. More commonly, programs' continued existence is on a year-to-year basis.

- Acceptance into institutional mainstream. Numerous program directors recount repeated efforts to become accepted as one of the established programs of an institution or statewide system. In some instances, a rural outreach program has grown rapidly in response to student demand, without that central administrative encouragement and full-fledged place in the mission statement of the institution. Directors of rural programs report that they have to counter this lack of acceptance with much more effort than they originally expected.

- Traditional limiting factors: geography, isolation, transportation. There are certain elements that have affected rural education for years. Geographic distances, severe climate fluctuations, inadequate public transportation, sparse populations, and limited public communications systems (television, radio, telephone)--these factors have always plagued rural educators. The advent of more sophisticated telecommunications technology and improved transportation is lessening their impact, but they continue to be a set of factors somewhat unique to the delivery of rural education. Program directors still must take these into account in their planning.

- Maintaining equity of services. A rural student paying the same tuition as an urban student necessarily has the same expectations for library access, quality faculty, and other student services such as advising or financial aid. How to provide services and resources of comparable quality for their distant students is a continuing problem for rural educators. Many different solutions are described in this publication.

Conclusion

Serving rural adult learners is a challenge. The sampling of programs described here is illustrative of the successes, the innovations possible, and the problems that can be overcome. New technologies have tremendous potential for serving rural learners. As the cost lessens and more educators become experienced with telecommunications operation, these new technologies could have greater impact on this population of learners than perhaps any other. Rising expectations for access on the part of rural learners and the proliferation of programs to serve them might eventually stimulate more coordinated mechanisms for joint planning at local, state, and even national levels. Programs that are underway to train rural leadership and stimulate economic development in rural areas could have long-term implications for the future of rural America. The link between increased access to adult education and the impact this could have upon economic development will be interesting to observe. Rural educators and policy makers certainly have many successful examples from which to draw ideas about effective ways to serve adult learners.

The many partners in rural adult education--the state, the institutions, the schools, the nonprofit associations, the private sector--must keep communicating about their common goal: serving the rural learner and the rural community. The obstacles are great, but so is the promise of having a direct impact on a student's personal and economic future.

Continuing Education Programs: Four-Year Institutions

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California

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio (radio)
- audio teleconferencing
- video teleconferencing
- cable television

FORMAT
- classroom
- broadcast to remote sites
- weekend/evening classes

California State College, Stanislaus
Regional Learning Network

GOALS AND OBJECTIVES

1. Provide academic degree course work and specialized noncredit training to remote sites
2. Develop a consortial relationship with regional higher education institutions to increase access to area-wide education and training resources through a rural learning network that uses a telecommunications delivery system
3. Facilitate regional educational needs assessment through the rural learning network

DESCRIPTION

California State College, Stanislaus, serves six counties covering approximately 10,000 square miles in central California. The Regional Learning Network was developed to serve remote learning sites in the Sierra mountains and the San Joaquin Valley. Three sites are presently served, with planned expansion to six sites. The network is a two-channel, color broadcast of regularly scheduled campus courses and special noncredit training (a third channel will be operational early in 1985). The broadcasts are live and fully interactive through a radio talk-back frequency.

Individuals at the remote sites are enrolled as regular matriculated students earning academic credit. The college provides an assistant at the remote site for support services and for proctoring exams. Instruction is broadcast from 8:00 AM until 10:00 PM. Approximately thirty-five classes per semester are scheduled over the current two-channel system.

Hardware and technical problems have been resolved since the system began in 1981. Transfer of library books and course materials to and from the distant sites has been resolved through a consortial arrangement that provides a daily inter-library courier service.

The network has been a catalyst for the formation of a consortium between Cal State and three community college districts in its service area. This cooperative arrangement has been formalized with a policy board, an executive committee, and a faculty curriculum committee. The objectives are: 1) conduct regional educational and training needs assessments; 2) inventory the resources of participating institutions (personnel, specialized equipment or facilities, and curricular offerings); 3) provide the administrative vehicle to implement programs; and 4) assist in the development of the telecommunications network.

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A partnership between the university and the remote communities has been developed to fund the network expansion. Two small grants for equipment were received initially but further development of the system into the remote communities is being spearheaded by a citizens' committee in each of the remote communities. Citizens are involved in developing the reception centers for local residents. Such a partnership has been very effective in providing a means of local needs assessment, creating interest in and awareness of the project, and ensuring supervision of the remote facility.

INNOVATIVE ASPECTS

- Interactive broadcast of "live" courses
- Inclusion of broadcast courses into regular university programming
- Development of a broad curricular base through a consortium linked by means of the telecommunications network
- Development of partnership arrangements with local communities for funding local reception sites

FUNDING

State funding of broadcast instruction. Local funding for construction and furnishing community reception sites.

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Kenneth Shrable, Ph.D.
Regional Learning Network
California State College, Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95380
(209) 474-5400

"These televised courses allow the disabled and elderly a rare opportunity to get some of the schooling they want."

Teresa Thors
(Re-entry student, age 51, disabled from polio, resides 50 miles from campus in the Sierra Mountains.)

California

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- teleconferencing
- satellite broadcast television
- closed circuit/microwave television system

FORMAT
- classroom
- broadcast to remote sites
- multisite

California State University, Chico
Instructional Television for Students

GOALS AND OBJECTIVES

1. Provide long distance education to remote sites in northeastern California utilizing a closed circuit broadcast system. Regular college credit courses, degree programs, special short courses, and teleconferencing are offered.

DESCRIPTION

California State University at Chico serves an area roughly the size of Ohio (33,000 square miles) by utilizing telecommunications technology in innovative ways. Since 1975, the university has used its system, Instructional Television Fixed Services (ITFS), to provide a variety of learning opportunities to isolated rural residents.

Sixteen "learning centers" located in community and corporate sites (schools, libraries, community colleges, hospitals, and even homes) are the core of this distance learning delivery system. Classes normally offered as part of the on-campus curriculum are selected as ITFS courses and publicized to the remote areas by public service announcements and university mailings. Students enroll through normal university processes, with on-site monitors taking enrollment at the sixteen remote sites. These site monitors remain at the local sites for the first two weeks of class to assist students in learning to use the equipment. Teachers are oriented and trained in use of the system, as well as their on-camera style.

The technological system is one-way video, two-way audio, allowing students at each of the sites to interact with and respond to the teacher. Each class is a live teaching broadcast with live student response. CSU Chico also has a satellite earth station capable not only of receiving programs or conferences from anywhere in the country but of "uplinking," or broadcasting its own programs anywhere in the United States via satellite. Courses can be offered in any rural area of the country if enrollment procedures can be worked out.

In addition to the ongoing course offerings, which serve an average of 530 students each year, the ITFS staff have established an instructional media center to assist faculty, students, and citizens in adapting media for educational purposes.

Chico has been particularly successful over the past years in developing a package of student services to serve the rural learner. The on-site monitors can

answer questions and familiarize students with both technology and the university system. A further innovation is the access to library service, with an on-line computer based system for all materials in the library. The learning centers have computer terminals to access this system, which greatly increases the access that isolated students have to the library resources.

There is no extra cost to the student for enrollment in an ITFS course, nor does the program have a separate budget. Costs at the remote sites are shared with the local agency or institution. Widespread support exists among the campus programs for including the ITFS program as an integral part of their educational services.

Faculty and administrators at CSU Chico have capitalized on their isolation as a rationale for experimentation with technology, and have had many successes. Their experience in initiating, funding, and implementing technological delivery systems for the rural learner would be of particular interest to many other rural educators.

INNOVATIVE ASPECTS

- Extensive use of technology (satellite, broadcast, computer) to serve rural students nationwide
- Equal access to student services (advising, library, enrollments) for the on-campus and off-campus student
- Network of learning centers utilizing diverse community and corporate resources and locations
- Contracts with industry to broadcast specific topics and degree-oriented courses

FUNDING

Supported by state funding to university system, with additional funds from corporate sources (Hewlett Packard).

RESOURCES AVAILABLE

Various program brochures, descriptive articles.

CONTACT

Louis Nevins
Coordinator for Instructional Development
Instructional Media Center
California State University, Chico
Chico, CA 95929
(916) 895-6112 or 895-5294

Charles Urbanowicz
Associate Dean of Continuing Education
Office of Continuing Education
California State University, Chico
Chico, CA 95929
(916) 895-6105

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Montana

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- videotapes
- audio and video teleconferencing

FORMAT
- weekend/evening classes
- multisite campus

SPECIAL POPULATIONS SERVED
- women

College of Great Falls
CGF-Telecom

GOALS AND OBJECTIVES

1. Provide flexibly scheduled, higher education opportunities for shiftworking urban and rurally isolated adults
2. Provide low-cost, video production services for other nonprofit educational, governmental, or service agencies

DESCRIPTION

CGF-Telecom began in 1979 to provide postsecondary education to police, fire, and military security personnel who could not attend traditionally scheduled campus classes. By 1980 the project expanded to serve rurally isolated adults (primarily female) as well, utilizing fourteen sites throughout Montana. Currently it serves 200 students per semester at fourteen locations scattered across more than 70,000 square miles. The program distributes over 150 tapes each week. Associate degrees are offered in accounting, business administration, criminal justice, fire science, human services, and paralegal skills, and a master's degree is offered in human services.

All courses are specially designed for videotape delivery. Approximately 150 tapes are mailed each week by UPS to the fourteen learning centers for self-scheduled study by registered students. Students and their instructors meet one hour per week per class in audio teleconference sessions. The students and their instructor interact through a dedicated four-wire system equipped with Western Electric 50A Quorum convenors. The audio teleconference for each class is repeated at a different time and day weekly to allow students who missed a session to stay current with the work. Audio copies of each teleconference session are also provided to students who request them. Sites within Great Falls include the main fire station, the air national guard, and military base. Rural sites are housed in a variety of different locations such as schools, libraries, and public offices. Each site is managed by a part-time employee of the college who provides on-site logistics, exam proctoring, and general monitoring of the local operation. Prior to each term the director travels to each site for advisement and registration.

The college's video production facilities and expertise are used by other agencies on a contract basis. Agencies such as the Internal Revenue Service, the Montana Farmers Union, churches and other advocacy organizations, have taken advantage of the college's

production capabilities and used the telephone network for workshops.

INNOVATIVE ASPECTS

- On-site advisement and registration procedures by a qualified academician
- Blend of videotape and audio teleconferencing to offer courses
- Methods used to distribute course materials
- Flexible scheduling of teleconference sessions

FUNDING

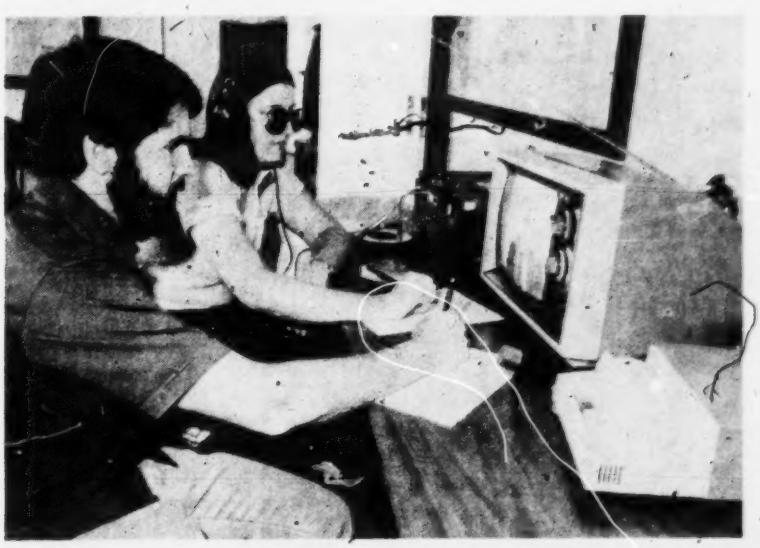
Tuition supports 80-85 percent of total budget: $120,000/year. College supplements with 15-20 percent of budget.

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Ronald O. Haverlandt, Director, or
Richard Gretch, Dean of Continuing Education
College of Great Falls
1301 20th Street South
Great Falls, MT 59405
(406) 452-8651



These students are attending College of Great Falls on video tape televised in their office to earn a degree in Criminal Justice.

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Oregon

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- correspondence/independent study
- weekend/evening classes
- multisite

Eastern Oregon State College
Division of Continuing Education

GOALS AND OBJECTIVES

1. Provide access to college-degree study and adult education for residents in the region at times and locations convenient to the students

DESCRIPTION

Eastern Oregon State College (EOSC) serves students throughout its rural region in many different ways. Four regional learning centers and three additional locations are staffed for student access to classes and to student services such as academic or admissions advising, financial aid counseling, and class schedule information and registration. A Bachelor's Degree in General Studies is offered at all of the regional learning centers. In addition, there are courses in continuing education for various professionals, as well as diverse adult education programs.

Major components of EOSC's regional program include:

1. Regional classes/workshops. Since 1978, classes and workshops have been provided in their ten-county rural area for students seeking a degree, professionals desiring certification, and citizens interested in adult education. More than 4,000 adults in the region have participated in the various classes where only three of the ten counties are served by a community college. Articulation agreements between the community colleges and EOSC allow students to pursue a coordinated sequence of lower and upper division course work.
2. Weekend college. Funding from the Northwest Area Foundation allowed EOSC to develop and offer twelve two-credit courses in a weekend format on a variety of topics. Over the next two years, fourteen more courses will be developed and offered throughout the region in an effort to serve students on a schedule that accommodates their work and distance restrictions.
3. Individualized study program. For students in sparsely populated areas, about thirty courses have been packaged for delivery throughout the region using video and audio tape instruction, texts, workbooks, and handouts with coordinated exams proctored by learning center staff or other approved individual. Students may create an individualized study program that fits their educational needs.

In addition to the above methods of enrolling in EOSC, a student can take advantage of these options:

1. Cooperative education. Cooperative education will provide credit for new learning demonstrated in a work setting, thus benefiting both the employer and the student. Proposals for cooperative education credit must be submitted and approved by learning center staff.
2. Assessment of prior learning. This provides "older than average" students with the opportunity to document and transfer college-level learning acquired outside of a classroom into a portfolio which faculty then consider for academic credit.

INNOVATIVE ASPECTS

- Utilizes many different formats to serve students in region

FUNDING

One-third from State of Oregon, two-thirds from self-supporting activities.

RESOURCES AVAILABLE

Catalogs available upon request.

CONTACT

Doug Treadway
Eastern Oregon State College
Division of Continuing Education
8th and K Avenues
La Grande, OR 97850
(503) 963-1378

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Alaska

University of Alaska
Rural Education

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes
- audio teleconferencing
- video teleconferencing
- microcomputers
- mainframe computers
- electronic mail/blackboard system
- satellite broadcast television
- cable television

FORMAT
- classroom
- correspondence/independent study
- broadcast to remote sites
- computer-assisted instruction
- weekend/evening classes
- traveling instructor
- multisite
- residential institute

SPECIAL POPULATIONS SERVED
- Native Alaskan

GOALS AND OBJECTIVES

1. Provide access to the appropriate curriculum for rural Alaskans
2. Utilize all available methods of teaching, training, and support for students
3. Provide comprehensive student advising services for the rural student
4. Utilize multimedia and multifaceted delivery systems to provide diverse learning resources to faculty and students
5. Provide staff development activities for faculty and staff
6. Assure integrity, quality, and relevance of the program by regular review and accreditation processes

DESCRIPTION

Rural education became a formal part of the statewide higher and adult education delivery system in 1975. It was added in response to an initiative by the Alaska Federation of Natives requesting educational services for rural and Native Alaskans in their communities; passage in 1971 of the Alaska Native Claims Settlement Act, creating corporate structures and allocating land and funds to Native Alaskans, accentuated the need for increased educational opportunities for rural residents. After several organizational changes, Rural Education has gained increasing importance as a mechanism for serving rural Alaskans.

Rural Education is a unit within the Division of Community Colleges, Rural Education and Extension. It administers:

1. Statewide programs operated from central offices
   - Correspondence Study (distance instruction)
   - Materials Development Center (develops and publishes materials specific to needs of rural Alaska)
   - Alaska Native Language Center (research and publications on Native languages, bilingual training)
   - Community Health Aide Program (training program for local health aides)
   - Health Careers (counseling and placement of rural students in health career programs)
   - Gerontology (advocacy, curriculum development, information, and referral for seniors)
   - Vocational/Technical Program

2. Network of thirteen Rural Education Centers, extending university services to an area that covers almost half the state of Alaska. Service areas of these centers range from single locations to vast regions comprising many villages.

Each Rural Education Center strives to meet the needs of its particular clientele. Students come to the centers to attend classes. Course offerings include job-related sequences, continuing professional education, personal development, and academic preparation. Associate degrees are offered in numerous subject areas in conjunction with community colleges, while upper division and graduate course work is only offered in cooperation with University of Alaska main campuses. About 4,500 students from ninety-five different villages are served each year by the program, and its enrollments are steadily increasing.

The total program is administered under the guidance of a statewide Policy Advisory Council, which is supplemented at each local site by a regional council whose members represent the villages, school districts, agencies, corporations, and Native associations of the service area. Each Rural Education Center has one professional staff member who is responsible for academic planning, program implementation, and student services for that site. There is a rich diversity in programming and clientele among the centers. Center coordinators are encouraged to design programs and services that meet the needs of their student population.

The program as a whole operates with a distinct philosophy: to provide student-centered curriculum and services that meet student needs, yet still meet the quality criteria of the university. Faculty and program staff have had extensive experience in adapting curriculum and policies to fit the needs of students who are isolated or in very small population centers.

INNOVATIVE ASPECTS

- Specific, well-documented mission and goals for the program
- Administrative models of how to communicate, implement, and organize noncampus outreach unit over tremendous distances
- Development and use of culturally relevant curriculum materials
- Ongoing evaluation to improve program and operation

FUNDING

Receives state, federal, and tuition monies:
$3,120,000/year.
In addition, receives grants and contracts from Native corporations, foundations (Robert Wood Johnson):
$130,000/year.

RESOURCES AVAILABLE

Reports, course catalogs, and lists of center and program personnel available upon request.

CONTACT

Dean Margery Walker
Rural Education
University of Alaska
3605 Arctic Blvd., #420
Anchorage, AK 99503
(907) 564-3380

Minnesota

University of Minnesota, Morris
Continuing Education and Regional Programs

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes
- video teleconferencing

FORMAT
- classroom
- correspondence/independent study
- weekend/evening classes
- traveling instructor

SPECIAL POPULATIONS SERVED
- women
- elderly

GOALS AND OBJECTIVES

1. Represent the University of Minnesota in rural western Minnesota, servicing nontraditional adult learners through a variety of educational programs

DESCRIPTION

As one of the outreach programs of the University of Minnesota in a rural area of the state, the Morris programs encompass a wide variety of areas and serve an extremely diverse student population. The program began in 1973 as a cooperative venture between the University of Minnesota, Morris and the Continuing Education and Extension office on the Minneapolis UM campus in response to the increasing number of adult learners in the Morris area.

The program has the following organizational units:

1. Extension classes - credit courses (undergraduate and graduate) on and off-campus
2. Conferences and women's programs - noncredit seminars for the general public, professionals and special emphasis on programs for women in transition; Rural Women Mean Business project
3. Learning Center/University Without Walls - academic advising/counseling center and the University Without Walls degree program
4. Regional programs - special projects, externally funded, to work on special areas, e.g. Project ENLIST -focuses on cooperative arrangements between institutions in that area to share information and services to better serve adult learners
5. Summer session - administration of University of Minnesota, Morris' summer program, including Elderhostel.

Approximately ten sites are utilized each year to deliver these programs, along with a variety of technologies and teaching formats. Traditional classroom delivery is diversified into correspondence courses, evening/weekend classes using traveling instructors and/or teleconferencing.

This broadbased program has some noteworthy successes. First, its ability to attract students into its various programs is demonstrated by the 260 percent increase in attendees/students since 1974-75. Through its diverse programs and the effort to make postsecondary education appeal to the broadest constituency, the UMM staff have increased dramatically the number of adults taking

advantage of their services in that region. The Morris Learning Center is an advising and assessment center, responding to adult learners' inquiries on educational offerings, either credit or noncredit. It has had a demonstrated success in serving adult learners in these rural counties, using materials that are focused on how students can benefit and how the staff will help tailor a program to fit their needs.

Second, the program staff have chosen some specific target populations or institutional issues that need work, and they have successfully sought outside funding for such efforts. For example, Project ENLIST (Educational Network Linking Institutions, Students, and Technology) is a cooperative effort of the fifteen institutions in a twenty-seven county area comprising two postsecondary consortia. It seeks to improve cooperation between the institutions for the benefit of the student--by establishing cooperative advising and assessment services for adult learners, and sharing course/counseling materials with students through a toll-free information service. The program's efforts with special projects for women are described in the target population section.

INNOVATIVE ASPECTS

- Diversity of programming to serve adult learners' needs in their particular area
- Ability to attract outside funding for special projects
- Focus on advising/assessment functions as the entry point for adult learners into higher education systems

FUNDING

Total budget: $450,000/year. Self-supporting through tuition. Annual supplementary funds from University of Minnesota. Special projects funded through foundations or state and federal grants.

RESOURCES AVAILABLE

Course descriptive materials available on request.

CONTACT

Roger S. McCannon, Director
Continuing Education and Regional Programs
University of Minnesota, Morris
226 Community Services Building
Morris, MN 56267
(612) 589-2211

Missouri

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio (toll-free telephone)
- videotapes

FORMAT
- correspondence/independent study

University of Missouri, Columbia
College-at-Home (Through Video)

GOALS AND OBJECTIVES

1. Provide college credit courses for Missourians who cannot or would rather not attend a campus-based program

DESCRIPTION

University of Missouri's College-at-Home (CAH) (Through Video) program provides individuals with an alternative to campus-based college courses through the use of television, video-cassettes, audio-cassettes, textbooks, study guides, and other printed materials.

About twenty courses are offered each quarter, and the video courses have been, for the most part, developed by outside services. Course lessons are aired weekly or bi-weekly over local television and cable stations. Tapes may also be viewed at one of the eight CAH learning centers--places where all CAH students may go to study, view tapes, and take exams--throughout the state. An instructional kit accompanies each course which includes textbooks, study guides, and/or other study materials. Textbooks are chosen by the professors teaching the courses. If fifteen or more individuals register for a course together, a complete set of video lessons and the playback equipment will be sent to them for use in their community for one semester.

Students enrolled in courses for credit must write papers and take exams; they may take exams whenever they are ready. Exams are given at the learning centers or at a library or University of Missouri extension center by special arrangement for students who do not live near a learning center. Course work must be completed within one year from date of enrollment. Credit is awarded for the semester in which the work is completed. All courses offer credit, but their suitability to a particular degree program is subject to the regulations of the institution and department offering the degree.

The instructors, known as "mentors," are University of Missouri professors, lecturers, or instructors. They are available by toll-free telephone to students to answer questions and discuss exams.

Tuition is presently $177 per three credit-hour course for graduate credit, $138 for undergraduate credit, and $69 for noncredit, plus a minimal charge for the instructional kits. The program is primarily tuition-supported. Approximately 600 students are enrolled in the program each year.

INNOVATIVE ASPECTS

- Program designed for flexibility and convenience to students
- Availability of instructors by toll-free telephone
- Students' ability to enroll as a group and have access to lessons and equipment in their own community

RESOURCES AVAILABLE

Catalog and course descriptive materials available upon request.

FUNDING

Grant and tuition-supported:
Approximately $220,000/year.

CONTACT

Lynn W. Martin or
Gaye Bohlmeyer
201 Lewis Hall
University of Missouri
Columbia, MO 65211

"I don't think I would have gone back to school without College-At-Home. It made all the difference for me."

Faye Edwards entered the College-At-Home program when she had two young children at home and lived more than an hour away from the closest campus. She eventually graduated and now teaches disabled children.

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Vermont

Vermont State Colleges Office of External Programs
Assessment of Prior Learning/Educational Brokering

SPONSORING INSTITUTION/AGENCY
• consortium

GOALS AND OBJECTIVES

1. Provide assessment of prior experiential learning in cooperation with all Vermont State Colleges and other postsecondary institutions and conduct evaluations of noncollegiate-sponsored instructional programs for advanced standing
2. Broker the educational and training resources of Vermont's secondary and postsecondary institutions to Vermont employers
3. Assist the Vermont State Colleges in the development of new educational programs and markets
4. Represent the Vermont State Colleges, specifically, and higher education, generally, in governmental forums

DESCRIPTION

Vermont State Colleges' Office of External Programs (OEP) operates two activities on an ongoing basis that represent approximately 60 percent of its efforts, as follows:

1. Assessment activities: The OEP operates a statewide program for the assessment of prior learning. In collaboration with six institutions of higher education, it conducts about twenty-five courses per year in portfolio preparation. Faculty from the entire higher education community of Vermont participate in evaluation of portfolios and award advanced standing credit for approximately 350 adults each year. The credit awarded is then transferred to the institution of the adult learner's choosing.

   The OEP also coordinates the evaluation of noncollegiate-sponsored instruction conducted in Vermont. These evaluations are conducted by teams of faculty representing the full breadth of Vermont higher education. Individuals completing a program which has been evaluated are then awarded advanced standing credit, which is transferred to the institution of the adult learner's choice.

   On a contract basis, the OEP also conducts testing services for various organizations.

2. Educational brokering service: A "brokering service" was created to make Vermont's education resources more readily available to Vermont employers and to promote increased institutional capacity and innovation. The brokering service currently represents twenty-one colleges, fourteen secondary

vocational technical centers, and a number of private consultants, and is available to Vermont employers at no charge. It matches employers' training needs with the appropriate institution or individual.

Other activities of the OEP are developmental in nature, usually in collaboration with a member institution in the Vermont State Colleges.

INNOVATIVE ASPECTS

- Statewide program for assessment and accreditation of adults' prior learning experiences
- Coordinated system to match employers' training needs with institutional resources

FUNDING

State- and tuition-supported: $95,000/year.

RESOURCES AVAILABLE

Course descriptive materials available upon request.

CONTACT

Timothy S. Donovan
Vermont State Colleges
Office of External Programs
P.O. Box 34
Waterbury, VT 05676
(802) 241-3522

Hawaii

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio

FORMAT
- classroom
- weekend/evening classes
- traveling instructor

Kauai Weekend College
West Oahu College, University of Hawaii

GOALS AND OBJECTIVES

1. Offer an upper division degree sequence in business and public administration on an island that has a state-supported community college but no baccalaureate degree opportunities, either public or private
2. Enable nontraditional learners to pursue degree sequences at times and places convenient to them

DESCRIPTION

The Kauai Weekend College program was established in 1981 after a survey of community college graduates on Kauai showed their increasing desire for access to a baccalaureate degree. This program was designed so community college graduates could earn a B.A. degree in business administration or public administration in three years.

West Oahu faculty and lecturers travel by air from Oahu to Kauai, an island (population 40,000) 100 miles to the west, on Friday afternoon to teach an intensive class on Friday evening (6-10 PM) and Saturday all day (8:30-3:30 PM). A typical three-credit course is completed in four weekends. Faculty have prepared guided study course books for a number of courses. These books guide the learner through a series of lessons independently and are used as supplements to the textbook.

All classes are held on the Kauai Community College campus. Students can telephone faculty weekdays on Oahu at no charge. Academic advising is accomplished by sending a student services specialist to Kauai three to four times a year. Library access is provided by locating a small selection of program-related books in the local public library for use by students.

State financial support for the program has provided continuity of courses so students can graduate in a timely manner. Class scheduling has not been affected by fluctuating enrollments and subsequent course cancellations. Tuition rates are the same as those on the main campus.

INNOVATIVE ASPECTS

- Intensive weekend format: three-credit course completed in four weekends
- Cost-effective method of providing access to baccalaureate degrees

FUNDING

State-funded since 1981, approximately $30,000/year.

CONTACT

Frederick R. Mayer
West Oahu College
96-043 Ala Ike Street
Pearl City, HI 96782
(808) 456-5921

Weekend college students chat during a class break.

"I've never known a college to try so hard to provide for its students; this interest in the individual, this caring, is exactly what I read between the lines of W.O.C.'s catalog."

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West Virginia

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio tapes

FORMAT
- correspondence/independent study

West Virginia Wesleyan College Outreach

GOALS AND OBJECTIVES

1. Deliver college courses to distance learners through self-contained audio packages at moderate cost.

DESCRIPTION

Outreach provides audio-recorded college courses to students who do not have access to postsecondary education because of financial, geographic, or personal reasons. Outreach is offered three times per year, coordinating with Wesleyan's regular academic calendar; currently twenty courses (two- and three-credit hour) are available. No associate or baccalaureate degrees are available now, but credit for the courses is entered on a student's Wesleyan transcript and it is transferable.

Students enroll and are billed by mail. They have twelve weeks to work on their own, corresponding with their instructor by mail and phone. Students purchase a complete package including lectures on cassette tape, text(s), student manual/syllabus, and ancillary materials (such as art prints or phonograph records). Flow of written assignments and tests is tracked through Outreach staff to ensure that students receive prompt and sufficient feedback. There are about 400 enrollments per year in Outreach.

Courses are produced in-house, leased, bought, or used on a cooperative/exchange basis. Faculty interest in producing and administering the audio-packaged courses has been high. With favorable student response to the price and quality, the program has been able to continue on tuition support in a cost-effective manner.

INNOVATIVE ASPECTS

- Moderately priced, high quality audio courses offering standard college credit
- Cooperative arrangements with other colleges or publisher to obtain courses

FUNDING

Tuition-supported (tuition, books, and materials average about $195 per course).

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Outreach
West Virginia Wesleyan College
P.O. Box 51
Buckhannon, WV 26201
(304) 473-8000, Ext. 8430

SEE ALSO:

- University of Missouri at Columbia; Nontraditional Study Program in Agriculture
- University of Puerto Rico; La Montana College

Community College Programs

Vermont

Community College of Vermont

SPONSORING INSTITUTION/AGENCY
- 2-year college (community college)

FORMAT
- classroom
- weekend/evening classes
- multisite

GOALS AND OBJECTIVES

1. Bring low-cost, convenient college-level education to rural residents

DESCRIPTION

The Community College of Vermont does not have a main campus, but instead utilizes ten offices around the state to deliver college courses to rural Vermont residents. Each office has one to two staff members who assess educational needs of their community, publicize course offerings, recruit local teachers, arrange for space, order and sell texts, and keep records. A central office provides business administration support: registration, financial aid administration, and general management.

Three thousand students are served each year through this system, with courses in liberal arts, business, computing, childhood development, secretarial sciences, and human services. Associate degrees are offered, and about 50 percent of the students go on to baccalaureate work. Since its beginning in 1970, this community college system has offered access to low-cost postsecondary education in rural areas on a schedule that is convenient to each community.

INNOVATIVE ASPECTS

- Organization as a community-based network that keeps costs down and allows flexibility in programming to meet each rural community's needs

FUNDING

State appropriations account for about 40 percent of budget. The rest is received from tuition and federal grants.

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Ken Kalb, President
Community College of Vermont
P.O. Box 120
Waterbury, VT 05676
(802) 241-3535

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Maine

Mid-Coast Community College
Mid-Coast Adult Learning Cooperative

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

FORMAT
- classroom
- weekend/evening classes
- traveling instructor
- multisite

GOALS AND OBJECTIVES

1. Provide access to academic degree-related courses and appropriate student services
2. Serve as a clearinghouse for information on adult learning resources through the Mid-Coast Learning Cooperative
3. Meet the noncredit educational needs of the community

DESCRIPTION

Mid-Coast Community College, University of Maine at Augusta - Off-campus courses and services of the University of Maine at Augusta are administered by a small coordinating staff at Mid-Coast Community College. The center director, assisted by a counselor, clerical personnel, and work-study students, coordinates course offerings, student support services, and facilities that will allow students to work systematically toward a degree in academic programs. Associate degrees are offered in seven programs at four to five sites in the community. Courses are coordinated with academic programs based at the main university campuses as well. In addition, the program provides developmental courses (reading, writing, mathematics) for individuals wanting to improve their basic skills as preparation for further college-level work. Special interest noncredit courses are also offered regularly.

Faculty from the main campus commute to teach about 25 percent of the courses and qualified part-time faculty from the community are utilized for the remaining courses. Career and academic counseling, financial aid information, and library services are provided full time at the center. Steadily increasing enrollment and the quality of instruction and student services indicate the viability of this program; approximately 500 students each year are gaining access to postsecondary education previously denied them because of distance and transportation factors.

Mid-Coast Adult Learning Cooperative - The Mid-Coast Adult Learning Cooperative is a clearinghouse of information for area adults about educational opportunities and activities. A tabloid newspaper supplement is printed twice yearly, listing most of the classes and services available in the area. Educational providers pay to be listed in the Learning Opportunities Directory. Besides the printed material, residents can call a central number to receive information about

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teaching or learning opportunities. This effort began in 1978 as an outgrowth of a federal grant to determine availability of educational opportunities.

INNOVATIVE ASPECTS

Off-campus center

- Quality developmental courses allowing an ongoing "open admissions" policy, thereby continually increasing student population
- Use of qualified community members as part-time faculty
- Access to quality student support services
- Delivery of postsecondary educational opportunities to an area which previously had no access to same.

Adult learning cooperative

- Low-cost method to increase awareness of local educational opportunities and maintain close working relationship with all providers of adult education

FUNDING

Off-campus center:
State- and tuition-supported: $300,000/year.

Adult learning cooperative:
Charges fee for listing in directory.
Total budget: $3,000/year.

RESOURCES AVAILABLE

Both programs have information available on request (cooperative can send copies of supplement).

CONTACT

Pamela MacBrayne, Director
Mid-Coast Community College
Mid-Coast Adult Learning Cooperative
456 Main Street
Rockland, ME 04841
(207) 594-8631 or 596-6979

Virginia

SPONSORING INSTITUTION/AGENCY
- 2-year college (community college)

FORMAT
- classroom
- weekend/evening classes

Mountain Empire Community College Community Development Project

GOALS AND OBJECTIVES

1. Provide quality education for community residents
2. Provide avenues for community development

DESCRIPTION

This program began in 1979 as an off-campus program of Mountain Empire Community College (MECC) offering a few basic courses in math, English, and reading to the population of Dungannon. The original purpose was to provide courses that would lead to attainment of a GED certificate. In 1982, however, a group of community leaders expressed a unified desire to have MECC offer a program that was more directed and could in fact lead to an associate degree. This request was met by establishing two-year programs in business and health care and offering sequential classes leading to a baccalaureate degree. Once established, the program has been the catalyst for numerous community development activities as well as academic training.

Dungannon, with a population of 312, is located in the mountains of southwest Virginia. Organizers of this program faced a population with low educational level, high unemployment, and high poverty. A traditional educational program relying on prior educational success and positive attitudes toward college would have failed. Instead, leadership and staff for the program were drawn from the community itself as a way to gain acceptance for the idea of a community college offering courses in the town. Materials publicizing the courses and counseling were written very simply to attract students. Classes were held in "The Depot," a location that consistently was seen as the educational center. Cost to the student is currently $15.25/credit hour; financial aid assistance is provided. To date, over 200 different students have been served (average of twenty FTE students each quarter) since 1979, and the first certificate program students graduated in the spring of 1983.

Community development activities stemming from the education center include:

- Establishment of the Dungannon Education Coordinating Committee. Serves as advisory committee to the college in planning classes for the Dungannon Center;
- establishment of a Clothing Manufacturing Cooperative, owned and operated by the employees, many of whom were participants in business and economics

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- founding of the Dungannon Historical Association to seek funds to produce a visual history of Dungannon;
- increased awareness of health care needs and how to provide for them;
- planning by the Dungannon Development Commission to sponsor a low income housing project;
- cooperative planning by many key community agencies; and
- publication of the Dungannon Times, a monthly community newspaper and class schedule.

Two problems have continually been apparent: lack of adequate financial aid and counseling and balancing necessary academic standards with community development topics. Each of these problems has been addressed in partnership by the college and the coordinating committee.

INNOVATIVE ASPECTS

- Fostering of grassroots leadership to broaden program's acceptance in the community
- Willingness of college to respond to needs assessments and provide both educational and community development impetus
- Coordination between local associations and agencies

FUNDING

Primarily state-supported; 20 percent generated through tuition.

RESOURCES AVAILABLE

Class schedule available on request.

CONTACT

George Edwards, Director
Dungannon Community Development Project
Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219
(703) 523-2400 Ext. 204

Tennessee

SPONSORING INSTITUTION/AGENCY
- 2-year college (community college)

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- weekend/evening classes
- traveling instructor

SPECIAL POPULATIONS SERVED
- women

Mountain Women's Exchange
Roane State Community College
Rural Communities Educational Cooperative

GOALS AND OBJECTIVES

1. Provide affordable, accessible, and relevant college education for rural women and men
2. Develop a curriculum in rural studies
3. Devise a mechanism for accrediting current and prior learning experiences of rural adult learners

DESCRIPTION

The Rural Communities Educational Cooperative (RCEC) offers low-income rural residents a chance to earn an associate degree in general studies through Roane State Community College. Many of the students, although active in community development, have had limited formal education or training. A recent survey, however, indicated their strong interest in education leading to a college degree.

Currently there are thirty-six students who are members of the cooperative, taking from six to nine credit hours each quarter. The cooperative is governed by a board of students who have negotiated a contract with Roane State Community College to provide instruction, supervision, and a mechanism for accreditation of class work. Organization and management assistance has been provided by the Mountain Women's Exchange staff. The cooperative is responsible for recruiting students and teachers, providing tutoring and support services to students, and paying an established amount per course to Roane State. Cost to students is $64 for a three-credit course, and a scholarship fund has been established to assist students.

Initially, curriculum materials have been those utilized at Roane State. A curriculum advisory committee, composed of faculty, students, and other advisers, has been formed to develop course outlines for a rural studies program; these courses will be incorporated into the elective options of the General Studies program.

INNOVATIVE ASPECTS

- Establishment of cooperative to administer degree program to meet students' needs for further education
- Analysis and development of curriculum by student and faculty team, with assistance from other advisers (e.g. community leaders)
- Cooperation and responsiveness of community college

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FUNDING

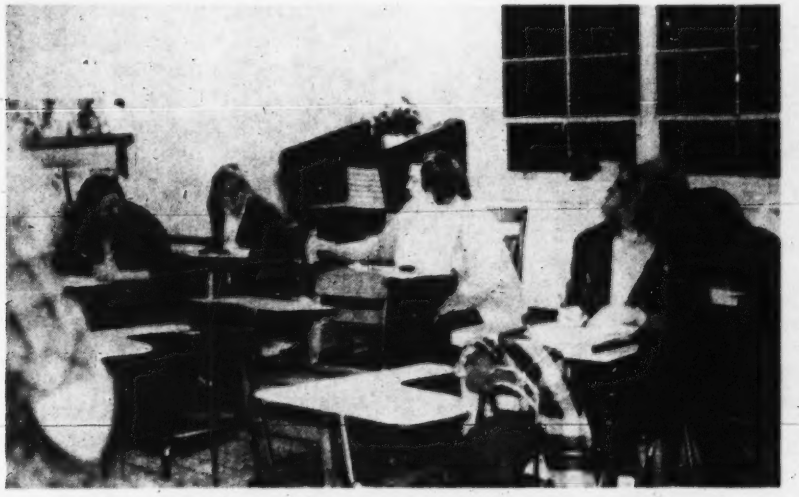
Tuition-supported (supplemented by scholarships and federal student aid); additional funding from Association for Community-Based Education.

RESOURCES AVAILABLE

Contact director with specific inquiries.

CONTACT

Sister Anne Hablas
Mountain Women's Exchange
P.O. Box 204
Jellico, TN 37762



These students are taking their first class through Rural Communities Educational Cooperative.

This RCEC student is a thirty-seven year old native Appalachian mother of four. She has a disabled husband, and started college during the summer of 1983.

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Colorado

State Board for Community Colleges and Occupational Education/Otero Junior College
Colorado's Career Van

SPONSORING INSTITUTION/AGENCY
- 2-year college

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- mobile classroom

GOALS AND OBJECTIVES

1. Provide placement-oriented, vocational guidance and counseling services in rural communities

DESCRIPTION

Since 1970 Colorado's Career Van has been traveling to rural communities, providing consultative and career choice services to junior and senior high school students, out-of-school youth, and adults. A videotaped minicourse presentation has been developed which includes the following: 1) introduction of 20,000 job titles, 2) exposure to five basic resource volumes for expanding and exploring career options, 3) demonstration of methods for ongoing career decision-making, 4) individualized on-van career counseling in a participant's top areas of emerging interest, and 5) encouragement of personal career search follow-through with school personnel and other community workers. The program director is available to monitor questions, comments, and interaction following the videotaped presentation. Approximately 4,000 persons are served through the program per year.

The program is done with the cooperation and support of Otero Junior College (located in LaJunta, a town of about 10,000 in southeastern Colorado) and the Four Corners Regional Commission. Otero Junior College actively recruits students through the career van program. The van makes a regular circuit of towns throughout the state, visiting each location once every two years.

INNOVATIVE ASPECTS

- Mobile classroom offering career counseling service and college recruitment to isolated rural communities

RESOURCES AVAILABLE

Contact director with specific requests for information.

FUNDING

Federal: $50,000/year.

CONTACT

Dr. Jerry Pardue, Director
Colorado's Career Van
c/o 2700 S. Holly, #210
Denver, CO 80222
(303) 759-3476

SEE ALSO:

- Bay de Noc Community College; Contracting with Business and Industry
- Mid-Plains Community College; Mobile Metals Van
- United Tribes Educational-Technical Institute; Project Discover
- University of Kentucky Community College System; Dental Hygiene Mobile Program
- West Oahu College/University of Hawaii; Kauai Weekend College

Job Training Programs

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Michigan

SPONSORING INSTITUTION/AGENCY
- 2-year college (community college)

FORMAT
- classroom
- off-campus instruction by cooperating business

Bay de Noc Community College
Contracting with Business and Industry

GOALS AND OBJECTIVES

1. Broaden access for groups of individuals previously excluded from participation in vocational education
2. Expand occupational offerings to students of all ages without appreciably increasing overhead
3. Respond to specialized needs and changing technologies of local business and industry through development of qualified and skilled workers

DESCRIPTION

Contracting with Business and Industry (CWB&I) is a specialized career orientation, training, and personal development program unique to the Bay de Noc Community College. Through the program, begun in 1976, the college contracts with a business or industry to provide on-the-job training for students, which is supplemented with appropriate course work at the college.

The local business or industry provides twelve hours of instruction per week during the training period. The length of the program varies according to the complexity of the specific program; most last two sixteen-week semesters. The college and the business agree upon performance objectives for the students to ensure that students will gain entry-level skills for their jobs by completing the training program. Both the employer/trainer and the college program coordinator monitor the off-campus training and evaluate the students' performance to determine the extent to which the objectives have been met. The student receives eight credits per semester for completing the training and is assessed the normal tuition rates for those credits.

In addition to the off-campus training, the student enrolls in a minimum of eight credit hours of on-campus instruction in the specific vocational area. A course on campus, required for all students, includes general job-related topics such as interviewing, resume preparation, positive attitude development, and the basics of the American enterprise system.

State support and standard tuition fees support the program entirely. The college pays the employer/trainer a minimal hourly rate (presently $1.25 per student contact hour) for instructional services. Students are not paid for their work while they are obtaining on-site instruction.

CWB&I benefits all participants. Industry develops a supply of skilled employees. Bay de Noc Community

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College is able to offer instruction at minimal costs in many occupational areas that it could not otherwise afford to offer. Students can acquire job skills in nontraditional areas such as meatcutting, radio announcing, silk screening, upholstering, newswriting, greenhouse operations, and dental assistant, and assess their interests and capabilities in real work situations while learning from business professionals. Placement rates for those completing the program range from 85 to 90 percent. In many cases the program results in a job for the trainee and a trained employee for the participating business.

INNOVATIVE ASPECTS

- Maximize use of college resources through collaboration with business, industry, labor, and government
- Students rewarded in terms of training and marketable experience; employer/trainers rewarded in terms of reduced training costs for skilled workers
- Enhanced community spirit through linkage of business, industry, and higher education

FUNDING

State funding through credit hours generated and student tuition.

RESOURCES AVAILABLE

Catalog or other course descriptive materials available upon request.

CONTACT

Chuck Gold, Director
Contracting with Business and Industry
Bay de Noc Community College
Escanaba, MI 49829
(906) 786-5802, Ext. 121

"The best feature of the training was the opportunity to learn from a professional in the field by working with and observing him. I find the opportunity to study by actually doing what I am supposed to be learning is much more stimulating than just classroom lectures."

Montana

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

FORMAT
- classroom
- field experiences

Eastern Montana College
Indian Bilingual Teacher Training Program

GOALS AND OBJECTIVES

1. Provide training that leads to a bachelor's degree and teaching credentials for fourteen Montana Native American bilingual students over a three-year period
2. Develop new courses, appropriate field experiences, and institutional commitment to support the above program

DESCRIPTION

This program was created in 1982 to train bilingual Native American students interested in becoming teachers in a multi-cultural, bilingual setting. Students are actively recruited through local reservation projects and agencies, and their selection is according to criteria developed jointly with those agencies by an advisory group.

Courses include standard elementary teacher education courses, and newly developed courses in bilingual education, foundations and methods, linguistics, and Native American culture. Approximately two new courses are offered each quarter along with other required courses; some of the new courses are offered a second time because of student turnover. The majority of course work occurs on the main campus, although field sites for student teaching experience are arranged on reservations within 100 miles of the campus.

The program provides extensive student support through advising, tutoring, and assistance in obtaining additional financial aid. Financial support available to each student includes books, tuition, and a stipend of $800 per quarter. Finding additional funds for students has been a persistent problem for the project.

Although there are not many students involved in this beginning program, they do seem to be successfully engaged into pursuing a teaching degree. Previous success of on-campus bilingual students was quite low, and this intense bilingual training format is producing a core of trained bilingual teachers. Two students have already completed degrees and the majority will complete their training before the funding year is over. Several students not funded under the program have elected to include the bilingual education specific concentration in their teacher preparation programs.

INNOVATIVE ASPECTS

- Development of new courses relevant to Native American bilingual education
- Extent of student support services (academic, personal, and financial) designed to keep students in the program

FUNDING

Federal support from Title VII OBEMLA (Office of Bilingual Education and Minority Language Affairs): $100,000/year, 7/82-6/85.

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Dean Benedict J. Surwill
School of Education
Eastern Montana College
1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2285

Nebraska

SPONSORING INSTITUTION/AGENCY
- 2-year college

FORMAT
- mobile classroom and equipment

Mid-Plains Community College
Mobile Metals Van

GOALS AND OBJECTIVES

1. Provide training in welding and machine shop to high school students and adults in remote areas

DESCRIPTION

Mid-Plains Community College serves an area of approximately 37,500 square miles in which there are forty-four small, widely separated schools. Both the community college and individual high schools wanted to provide vocational training in machine shop and welding, but they lacked adequate funds for separate programs over such a large area.

During the 1977-78 school year, the Mid-Plains Community College began what became a five-year effort to build a portable, self-contained, fully equipped machine shop that could be transported from one location to another. Students and instructors from various vocational disciplines within the college pooled their expertise to build the eight-foot high, twelve-foot wide, sixty-foot long, twenty-one-ton, mobile shop unit equipped with lathes, mills, grinders, drill presses, and arc and gas welding units. Also included in the endeavor was construction of a portable power trailer equipped with transformers, electrical poles, and wiring that can be adapted by local power company personnel at each site to handle power requirements of the van's equipment. Actual initial cost for construction and equipment was about $15,000, although the completed unit has an estimated value of $50,000 to $60,000. By using surplus material and equipment and in-house labor, the college was able to build what they envisioned at well below actual cost.

The program runs on a four-year rotational basis so that each high school student has the opportunity to be exposed to machine shop and welding instruction between his or her freshman and senior years. The van is utilized by six high schools per year for a period of six weeks at each location. The only costs to the high schools are for supplies, utilities, and inventory. In exchange for use of the van, the high school instructors teach area adults, mostly farmers and ranchers, in night school programs for the community college. In this case the instructor becomes an employee of the college in its regular part-time program and is paid by the college.

Response to the project has been overwhelmingly positive. More area high schools were interested in participation than was originally expected, and some unusual problems were encountered. In some remote

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areas, the power capacity was insufficient to handle the requirements of the van's equipment. In other larger school districts, extra equipment was needed to supplement existing machine shop and welding programs although the entire portable unit was not required. In response to these developments, the community college constructed a second unit--a delivery truck-type van equipped with a lift to deliver equipment to various high school shops. This unit cost about $15,000 to build and is valued at about $30,000 including materials and equipment. It is moved to four schools per year for nine weeks at each site, utilizing existing shop areas at the individual high schools. Equipment has been made "portable" by mounting on tables with wheels, etc., for ease of handling.

The community college conducts a summer training program each year for the high school instructors so they can learn about the van, become proficient with the machines, and set up programs for teaching high school students and adults. The van has also been used during the summer to offer on-site instruction for area industries.

The 1983-84 school year was the second year of the program's operation.

INNOVATIVE ASPECTS

- Mobility of portable, self-contained shop unit enables vocational training in machine shop and welding over large geographic area
- Cooperative arrangement between community college and local school districts serves both high school and vocational continuing adult educational programs in rural communities

FUNDING

Tuition, state, and federal funds: $35,600/year. (Approximately $10,000/year for backup equipment and costs for second unit; remainder for operational costs.)

RESOURCES AVAILABLE

Further information available from Mid-Plains Community College. Contact Ken Aten, President, with specific questions.

CONTACT

Ken Aten, President
Mid-Plains Community College
416 North Jeffers
North Platte, NE 69101
(308) 532-8740

Maine

SPONSORING INSTITUTION/AGENCY
- vocational technical institute

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- computer-assisted instruction
- multisite

SPECIAL POPULATIONS SERVED
- migrant youth

Northern Maine Vocational Technical Institute
Maine Migrant Summer Youth Employment Program

GOALS AND OBJECTIVES

1. Provide career and personal counseling and employment experience for migrant youth

DESCRIPTION

Since spring 1980, this program has provided vocational education and counseling for 125 migrant students in grades 9-12 each summer. Northern Maine Vocational Technical Institute (NMVTI), in cooperation with Aroostook County Action Program and Maine Migrant Education, runs the program for six weeks each summer at six different sites within Maine's northernmost county.

Through its staff of approximately thirteen instructors, NMVTI provides classroom instruction and work experience in each of the following areas: carpentry, canoe building, sheet metal fabrication, quantity cooking, auto body repair, energy conservation, electrical wiring (computer control systems), computer technology, drafting/surveying, and micro computer orientation. The work is divided into six major projects plus several additional minor projects, each incorporating aspects of the particular fields of study. For instance, past major projects have included construction of a second level on the existing alternate energy classroom for NMVTI, construction of two twenty-foot motoring canoes for the State of Maine Forest Service, preparation of noon meals for all migrant students and NMVTI site staff, a completed topographic plan and model of the NMVTI campus, complete renovation of a 1957 Mac fire truck for the City of Presque Isle, and construction and installation of a satellite receiving station for a senior citizen complex in the town of Easton. During summer 1983 students were paid $3.35 per work hour for their efforts and received noon meals and transportation from centralized pickup points as well.

In addition to the hands-on vocational training offered through the program, students may be awarded one Carnegie unit towards a high school diploma by each participating school district. Individualized counseling services providing career exploration and financial management instruction help staff identify specific personal or health-related problems a student may be experiencing. In this instance, counselors act as mediators between student, family, and health or social service providers to remedy the problem.

Program evaluations are conducted following each summer session.

INNOVATIVE ASPECTS

- Initiation and completion of work projects that relate specifically to various fields of interest
- "Hands-on" and academic training to students that results in valuable services to the community

FUNDING

Federally supported: $164,840 for FY1983.

CONTACT

Mr. Richard West
Northern Maine Vocational Technical Institute
33 Edgemont Drive
Presque Isle, ME 04769
(207) 769-2461

Mr. Seth W. Gilman
Dean of Adult Education
Northern Maine Vocational Technical Institute
33 Edgement Drive
Presque Isle, ME 04769

Mr. James Patterson
Director
Northern Maine Vocational Technical Institute
33 Edgemont Drive
Presque Isle, ME 04769

Bruce Kenney
Director
Maine Migrant Education
1 Central Plaza
Augusta, ME 04330

Wisconsin

Southwest Wisconsin Vocational-Technical Institute Persons Involved in Vocational Orientation and Training (PIVOT)

SPONSORING INSTITUTION/AGENCY
- vocational-technical school

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- traveling instructor
- multisite
- mobile van

SPECIAL POPULATIONS SERVED
- women

GOALS AND OBJECTIVES

1. Provide services to rural displaced homemakers that will increase their employability and self-confidence (e.g. training workshops, individual counseling, job placement)

DESCRIPTION

Displaced homemakers (women who are divorced or widowed and who have limited or obsolete skills) in rural areas often lack information about employment due to their isolation or limited knowledge of resources available. Project PIVOT was started by Southwest Wisconsin Vocational-Technical Institute in 1982 to reach out to displaced homemakers in its rural service area with training, counseling, and employment assistance.

A trainer/counselor (30 hours/week) and a secretary (25 hours/week) are responsible for: organizing training classes in seven communities that include job skills and tours of nearby employers; scheduling resource speakers to talk with students; organizing and maintaining a "job bank" of possible jobs available; and providing individual counseling to participants. Registration fees are $2.50 per participant and no one is denied access due to their inability to pay; in some cases registration fees are waived. The project has purchased a fifteen-passenger van which is used to pick up participants and then transport them to classes and other locations as training requires. An advisory committee comprised of employers, educators, and agency personnel assists in seeking funds, making new contacts for the project, and evaluating the program. After one year in the program participants have increased their self-confidence, indicated by the fact that they have gone on to either continuing education or employment.

INNOVATIVE ASPECTS

- Use of fifteen-passenger van to combat transportation problems that restrict participation
- Serving target population of rural displaced homemakers

FUNDING

State supported. Funds for this program come from increased marriage license fees and some divorce fees collected by the state. Total budget: $43,829/year.

RESOURCES AVAILABLE

Descriptive brochure available upon request.

CONTACT

Jean Holzer, Trainer/Counselor
Project PIVOT
Southwest Wisconsin Vocational-Technical Institute
Route 1, Box 500
Fennimore, WI 53809
(608) 822-3262

Jean Holzer, PIVOT trainer and counselor, is ready to pick up some students in the program's van.

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North Dakota

United Tribes Educational Technical Center
Project Discover

SPONSORING INSTITUTION/AGENCY
- consortium
- 2-year college

TECHNOLOGY USED
- audio
- videotapes
- microcomputers

FORMAT
- classroom
- computer-assisted instruction
- weekend/evening classes

SPECIAL POPULATIONS SERVED
- Native American

GOALS AND OBJECTIVES

1. Provide occupational training in skills/areas that have high potential for employment
2. Assist instructors to develop curriculum which is both appropriate to American Indian adults and which will ensure that graduates have skills which are compatible with the current needs of business and industry
3. Link vocational education with economic development plans for the area

DESCRIPTION

A consortium of four North Dakota community colleges and the United Tribes Educational Technical Center was formed in 1979 to offer vocational training to students. An unemployment survey and a needs assessment indicated the receptiveness of the surrounding communities to such an effort.

Project staff in each of the cooperating units work together to determine what kinds of training local employers would like their employees to have and then organize curriculum along those lines. The purpose is to help graduates of the training program find employment; of the 600 students served each year, over 93 percent were placed in jobs after completion of the program. Training includes both classes at each of the five cooperating sites, as well as some opportunity for on-the-job experience. Costs per students are dependent upon the individual schools and vary among the five institutions.

INNOVATIVE ASPECTS

- Consortium of cooperating colleges to provide job training directly related to local employment opportunities

FUNDING

Funding was provided by a grant from the United States Department of Education under One Percent Set-Aside for Indian Vocational Education. The total operating budget for the year September 1, 1983 to August 31, 1984 was $968,939.

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Mrs. Laretta Hall, Coordinator
Project Discover
United Tribes Educational Technical Center
Bismarck, ND 58501
(201) 255-3285

Alaska

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes
- audio and video teleconferencing

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction
- weekend/evening classes
- traveling instructor
- multisite

SPECIAL POPULATIONS SERVED
- Native American (Alaskan)

University of Alaska, Fairbanks, College of Human and Rural Development
Cross-Cultural Education Development Program (X-CED)

GOALS AND OBJECTIVES

1. Improve the quality of education of Alaska's multi-cultural population by assisting educators to develop a cross-cultural understanding of educational issues
2. Provide a program of cross-cultural studies to students on site in rural Alaskan communities
3. Prepare educators uniquely suited to live and work effectively in cross-cultural educational settings
4. Provide alternative approaches to educational problem-solving and program development

DESCRIPTION

This program is a field-based, cross-cultural approach to undergraduate education aimed at preparing personnel for various educational development roles in rural Alaska. The program began in 1970 as a federally funded project focused on preparing Alaska Natives as teachers through the on-site delivery of a teacher education degree program to rural communities. It has gradually evolved into an extensive off-campus delivery system for the University's Department of Education and has spawned a graduate program in cross-cultural education as well as two additional off-campus undergraduate degree programs in human services and rural development.

The program operates through eight regional field centers, each of which is staffed by a full-time faculty member and has a regional panel composed of community members and students as the policy-making body for its regional program. None of the field centers can be reached by road, and each region is about the size of Illinois. A statewide consortium, composed of regional panel and agency representatives, is the statewide decision-making group. The statewide administrative office and support facility is in Fairbanks.

The courses are made available to students in their home communities and are delivered by a distant learning system involving structured independent activities that are regularly monitored and enhanced by field instructors. Instructors travel by bush plane or, in some cases, by snow machines to meet students in the villages. The content of the courses is conveyed through prepared written materials, textbooks, audiotapes, videotapes, and audio/computer conferencing developed by University of Alaska faculty. Communication between instructor and student is by mail and radio or computer system. Group instructional meetings are

held throughout the academic year and students are required to be prepared for and attend these meetings. Students are also encouraged to take some courses on campus, particularly during the summer, to supplement the courses available in the field.

Admission to the program requires the students' acceptance at both regional and university levels. The program is limited to fifteen to twenty full-time baccalaureate students per region. Costs for full time students average approximately $350 per semester for tuition and books.

This cross-cultural model for examining educational issues and providing training has generated considerable interest among educators serving minority populations elsewhere in the United States and Canada. Issues tackled and overcome by administrators in this program would undoubtedly be of interest to other rural educators.

INNOVATIVE ASPECTS

- Training rural educators to deal with Alaska's unique educational setting that includes cross-cultural issues, severe geographic isolation, varied climate, and unpredictable communication systems
- Delivery system that combines field instruction, independent study, and telecommunications

FUNDING

Funding through tuition, the University of Alaska, the State of Alaska, and three agencies of the United States Office of Education which provide grant funds: $1,200,000 total.

RESOURCES AVAILABLE

Catalog and other course descriptive materials available upon request.

CONTACT

Ray Barnhardt or Jerry Mohatt
University of Alaska, Fairbanks
College of Human and Rural Development
Fairbanks, AK 99701
(907) 479-7694

Kentucky

SPONSORING INSTITUTION/AGENCY
- 2-year college (community college)

FORMAT
- mobile classroom/lab

University of Kentucky Community College System Dental Hygiene Mobile Program

GOALS AND OBJECTIVES

1. Provide accredited dental hygiene program that can be moved from one site to another depending on where dental hygienists are needed.

DESCRIPTION

Studies conducted in the early 1970s demonstrated the need for an associate degree program in dental hygiene for some areas within the University of Kentucky Community College System. Since the need did not justify expenditures required for a permanent program in each of the colleges, the system decided to implement a mobile program which could be moved from one college to another at minimal expense. The program was initiated in 1975 at Ashland Community College, and has since been offered at four additional community campus sites.

The portable clinic and laboratory contains dental chairs, work stations, lights, air, plumbing, radiological and darkroom equipment, and other facilities necessary to teach students and treat patients. The American Dental Association has been involved in the planning process, since accreditation status must be granted prior to enrollment of students. Each college establishes an advisory committee of dentists, dental hygienists, additional health agency personnel, and interested citizens to advise and help implement and evaluate the program. Tuition costs to the student at present $234 per semester.

The two-year program is designed to be offered at a community college for three years or until there is no longer a need for additional dental hygienists in the area served. Twelve students are enrolled in each class, enabling a total of twenty-four students to complete the program in three years.

Students are prepared to work as dental hygienists on a dental auxiliary team under the supervision of a dentist. They receive an associate in applied science degree and are eligible to apply to take state licensing examinations upon completion of the program. Job placement for graduates has been good, and many graduates remain in the communities in which they studied.

INNOVATIVE ASPECTS

- Provides manpower to underserved areas, thereby improving dental hygiene care to individuals residing in such areas

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- Mobility and consequent cost-effectiveness of a job-training program
- Joint planning committee of institutional representatives and practitioners to implement program when it moves

FUNDING

State- and tuition-supported.

RESOURCES AVAILABLE

Course descriptive materials available upon request. Program planning and development assistance (including budget, facilities, space needed, etc.) available upon request.

CONTACT

Marie L. Piekarski
University of Kentucky Community College System
Room 213, Breckenridge Hall
Lexington, KY 40506
(606) 257-5900

Professional Development Programs

California

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- traveling instructor
- multisite
- residential institute
- off-campus preceptorship

California State University, Chico
Rural Clinical Nurse Placement Center

GOALS AND OBJECTIVES

1. Provide work experiences for student and registered nurses that will enable them to make a decision about living and working in a rural community
2. Relieve the maldistribution and shortage of nurses in some rural areas.

DESCRIPTION

Over seventy sites in rural areas are available to the students or registered nurses accepted into this program for an off-campus preceptorship in nursing. These sites encompass a wide variety of work settings, and the students are placed in an agency that will accomplish the behavioral objectives the student has outlined.

Placements begin with a group orientation on the CSU Chico campus followed by residence and work in the assigned area for two to ten weeks. Site visits from the core staff are made within the first two weeks, and a group seminar is held midway through the placement and at the end of the experience. Credit for this program is given in various ways: through a course in the student's program of nursing, as extension credit through CSU, Chico, or as a continuing education credit through Chico State. Although the program is primarily for in-state students, it has started placing out-of-state students enrolling for credit via the extension program.

This program resulted from a study of underserviced health areas within the state and was funded first in 1975 under a special nursing project grant. Now operated by three staff members, it serves an average of sixty students per year, and 38 percent of those students return to a rural area to live and work. It is of particular interest that 56 percent of those returning to rural areas were raised in urban areas.

INNOVATIVE ASPECTS

- Professional training/internship program specifically designed to give insight into work and life in a rural community

FUNDING

State-funded.

RESOURCES AVAILABLE

Brochure and other descriptive materials available upon request.

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CONTACT

Sandra Stuart-Siddell, Director
Jean Haberlin
The Rural Clinical Nurse Placement Center
California State University, Chico
First Street and Normal Avenue
Chico, CA 95969
(916) 895-5797

"The total experience of town, country, residents, home, hospital, co-workers was a definite guidepost to me to prepare myself in the next one to two years to return permanently. I sense much more satisfaction possible in a rural area, both professionally and personally."

Leslie Randolph
May 2, 1983

"...I have become enamored with life outside urban areas. I would now like to practice in a rural area and I project myself as a midwife in a rural area within the next three years."

Cheryl Jacques
October 4, 1982

Oregon

SPONSORING INSTITUTION/AGENCY
- 4-year college or university
- consortium

TECHNOLOGY USED
- audio
- videotapes
- teleconferencing

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction
- weekend/evening classes
- traveling instructor
- multisite

Eastern Oregon State College
Rural-Based Teacher Development Program

GOALS AND OBJECTIVES

1. Provide professional development opportunities to rural educators
2. Serve as a resource and clearinghouse of information for rural educators on exemplary teaching practices, research, and curriculum materials

DESCRIPTION

Started in 1979, The Rural-Based Teacher Development Program operates through a consortium of members from Eastern Oregon counties. It is part of the Rural Education Development Center, governed by a twenty-one member consortium board representing teachers, education service district administrators, college students in teacher preparation, and college faculty.

The program is designed to contribute to the support and retention of teachers in small and rural schools. It offers these specific services to individual teachers:

- Provides workshops, lectures, course work and other professional development opportunities requested by rural educators;
- Links teachers with other professionals to develop curriculum and methods that enhance classroom and student learning;
- Improves communication between Eastern Oregon State faculty in teacher preparation programs with practicing educators in the region;
- Promotes exemplary practices and ideas for rural schools through a clearinghouse service; and
- Shares information about rural education development needs with national and local research activities

The program publishes a regional newsletter four times a year. In addition, the program staff is currently working on new state licensure regulations for teachers to ensure the teacher preparation program is in compliance.

INNOVATIVE ASPECTS

- Delivery of specific services to rural teachers
- Organization as a consortium to share information and resources
- Professional development focus

FUNDING

Northwest Area Foundation: $57,000/year (two different projects funded for four years).

RESOURCES AVAILABLE

Contact director with specific questions. Limited copies of newsletters available upon request.

CONTACT

Dr. R. Doyle Slater, Director
Rural-Based Teacher Development Program
Eastern Oregon State College
2307 Century Drive
La Grande, OR 97850
(503) 963-1594

· Vermont

Middlebury College/Bread Loaf School of English Program in Writing

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

FORMAT
- classroom

GOALS AND OBJECTIVES

1. Improve participants' capacity to teach writing, enhance their knowledge of literature, and introduce techniques for emphasizing expository writing
2. Provide training and resources needed by teachers to engage in writing research, reshape curricula, propose presentations at workshops and conferences, conduct in-service training for other teachers, and submit papers for publication in professional journals so they can disseminate their knowledge to a wide audience

DESCRIPTION

The Bread Loaf School of English Program in Writing addresses professional development needs of secondary school teachers of English and their students who, because of their cultural and geographic isolation, have inadequate educational resources to support them. Established in 1978, this program is especially tailored to teachers of English in that it is offered during summer months only. After one summer in the program at Middlebury, teachers may attend a similar program at Lincoln College, Oxford, England.

All students must take either one course or two mini-courses in writing and one course in literature or theatre arts each summer. All courses in writing are graduate courses and are part of the M.A. degree program at the Bread Loaf School of English. Participants may enroll for only one summer or may elect to become candidates for the M.A. degree program with expected completion over a period of four or five summers. Teachers who do not proceed for the M.A. degree will receive a Certificate of Continuing Graduate Education from Middlebury College.

With support from various foundations, the Bread Loaf School of English offers rural and small town secondary school teachers an opportunity to participate in the Program in Writing by providing approximately fifty full-tuition scholarships of $1,350 in the first summer as well as additional support toward room and board on campus ($700) if need is established. Grants from the Fund for the Improvement of Postsecondary Education of up to $1,500 are available to teachers who intend to conduct inquiries into language and learning in their own schools. The coordinator of the Program in Writing is available for consultation on these writing projects during the school year. Financial aid is available for teachers continuing in the program in Vermont and at Oxford.

Because of the school's determination to attract rural and small town secondary school teachers from a wide variety of geographical backgrounds, teachers from the Southeast, South, Midwest, and Far West are given special consideration. Total enrollment at the Bread Loaf School of English ranges from 230 to 250 students per summer in Vermont and 80 at Oxford.

INNOVATIVE ASPECTS

- Availability of first-year, full-tuition scholarships through corporate and foundation funding
- Curriculum designed to sharpen skills and knowledge as well as support secondary school English teachers after they return home

FUNDING

$367,900/year through tuition, Fund for the Improvement of Postsecondary Education, International Paper Company, the Lyndhurst Foundation, the Rockefeller Foundation, and General Mills corporation.

RESOURCES AVAILABLE

1984 brochure available on request. 1985 brochure will be published in February.

CONTACT

Paul M. Cubeta, Director
Bread Loaf School of English
Middlebury College
Middlebury, VT 05753
(802) 388-3711, Ext. 5418

Dixie Goswami, Coordinator of the Program in Writing at the Bread Loaf School of English, working with rural English teachers.

BEST COPY AVAILABLE

Iowa

SPONSORING INSTITUTION/AGENCY
- regional library

TECHNOLOGY USED
- videotapes

FORMAT
- classroom
- traveling instructor
- multisite

Northwest Iowa Regional Library
Continuing Education for Public Librarians and Trustees

GOALS AND OBJECTIVES

1. Teach library skills and knowledge to rural librarians and trustees
2. Encourage professional development activities for rural library staff

DESCRIPTION

The Iowa Regional Library System was organized in 1973, with seven geographic units created to serve librarians and trustees statewide. Each unit is governed by a lay board that is elected during the general elections, and each of the seven units operates autonomously to serve professionals within its district. The Northwest Iowa Regional Library is one of the seven units; it serves 110 communities of northwest Iowa, 80 of which have populations under 2,000. A continuing goal of the regional staff is to provide access to a graduate program in library science for rural professionals. Only five of the 110 public libraries in the system's service area are managed by a professionally trained librarian, and this has indicated an educational need in that area of the state.

The regional staff, composed of three professional and three secretarial/clerical persons, identify a local library's educational needs, and then prepare a workshop or course for library personnel on that particular topic. Topics include library management, reference materials, cataloging, or children's services, each designed to upgrade librarians'and trustees' skills and knowledge in that particular area. Regional staff help local libraries by finding instructors and materials and scheduling classes. If the classes are scheduled in cooperation with a community college, continuing education units are available to the participants. Costs are kept at a minimum to encourage wider participation.

A "Rural Library Service Newsletter" is published quarterly by regional staff to share professional information about national organization activities, practices and innovations around the country, funding sources, and new materials available.

INNOVATIVE ASPECTS

- Focus on upgrading skills of rural librarians and trustees to improve service to rural residents
- Exploring role of rural library in delivering adult education services

FUNDING

State, federal, and tuition-supported.

RESOURCES AVAILABLE

Catalog and copy of newsletter available upon request.

CONTACT

John M. Houlahan
Northwest Iowa Regional Library
6th and Jackson
Sioux City, IA 51105
(712) 297-6186

Rural librarians enjoy a training session in children's services.

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Arizona

University of Arizona
Expanding Educational Opportunities in the Rural Southwest

SPONSORING INSTITUTION/AGENCY
- 4-year college or university
- research clearinghouse

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- weekend/evening classes
- multisite campus
- peer teachers

SPECIAL POPULATIONS SERVED
- women
- Hispanic
- Native American
- youth

GOALS AND OBJECTIVES

1. Expand the educational opportunities of rural young people by training elementary and secondary teachers to use a curriculum that presents new, less stereotyped attitudes and roles for boys and girls and add materials about women, ethnic minorities, and nontraditional careers

DESCRIPTION

Eight rural school districts have participated (four in Arizona, four in New Mexico) in this project. Thirteen elementary-secondary teacher-trainers, trained at the University of Arizona in workshop skills and curricular ideas, have, since that training, conducted workshops for about 150 rural teachers. The key to this program has been teachers training their colleagues to use new and different curriculum materials, developed by project staff and district members as a team, that address stereotyped attitudes often present in rural areas.

The first two years of this project have been spent identifying and training the participants, and the third year will include a continuation of the district trainings and assessments of the impact of this effort. Persistent problems facing this project were fluctuating financial difficulties experienced by the districts and lack of materials. The former was addressed by continuing communication and offering ways to cope, and the latter by creation of a lending library to provide access to materials that districts could not afford.

INNOVATIVE ASPECTS

- Training program (including materials) created by teachers, not administrators or researchers
- Uses peer teachers
- Liaison between University and rural school districts, sharing resources and expertise to meet district needs

FUNDING

Supported by a three-year grant from the Fund for the Improvement of Postsecondary Education: $201,200 total.

RESOURCES AVAILABLE

Contact project co-directors for information about materials used.

For additional resources contact:

Janice Monk, Executive Director
Southwest Institute for Research on Women
Women's Studies, University of Arizona
Tuscon, AZ 85721

CONTACT

Mary Lynn Hamilton
Project Co-director
Women's Studies, ML 269
University of Arizona
Tucson, AZ 85721
(602) 621-7338

Dr. Luiza Amodeo
Project Co-director
Dean, College of Education and Technology
Station 25
Eastern New Mexico University
Portales, NM 88130

Maine

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction
- weekend/evening classes
- traveling instructor
- multisite campus

University of Maine
Mobile Graduate Program

GOALS AND OBJECTIVES

1. Provide short-term, temporary (five year) graduate program to practicing professionals in an area of the state that has limited access to graduate education

DESCRIPTION

This experimental program began in 1980 to address the question of how to provide short-term access to graduate education without committing long-term resources (i.e. faculty, funds, and physical plant). The answer was the Mobile Graduate Program. Once a need for graduate education in a particular field was fulfilled, the coordinating staff could move and serve a new area of the state. This method of delivering graduate education could be particularly effective in a system where only two of the seven state campuses offered graduate programs.

The Mobile Graduate Program (MGP) is a master's degree program of the University of Maine at Orono located at the University of Maine at Machias campus. The MGP coordinator reports both to the Machias president, the graduate school dean at Orono, and directly to the university system's vice chancellor for academic affairs. The coordinator is responsible for budgeting, hiring, and supervising all faculty and staff as well as ongoing administration.

Students in the MGP have employment backgrounds in education, human services, and health administration. Curriculum has included three components: the education core courses, a professional concentration, and a cluster of courses in an academic area. Each student plans his or her program in these areas in consultation with the MGP coordinator, arriving at a degree sequence particularly appropriate for individual needs and professional experience. The cost to the student has been the same as tuition for any campus-based program. At the finish of the project, about seventy-five students will have obtained their master's degree.

Since this program was developed as an experimental effort, extensive evaluations have been ongoing to analyze problems encountered as well as particularly successful aspects and outcomes. The program is scheduled to be completed in May 1985, although a proposal for implementing the model in another rurally isolated area of the state is being considered.

INNOVATIVE ASPECTS

- Adequate, stable funding for a defined time period allowing a full-time director to concentrate on actual program implementation
- Use of wide variety of instructors and consultants (both local and national) to provide quality curriculum
- Experimentation with wide variety of instructional formats
- Mechanism for higher education system to increase access to graduate education for a limited time period, then move the program to serve another area

FUNDING

Program received state and tuition support estimated at $115,000 annually for five years.

RESOURCES AVAILABLE

Program descriptions available upon request.

CONTACT

Virginia Cheney
Coordinator
Mobile Graduate Program
University of Maine
Machias, ME 04654
(207) 255-3313

First graduating class of the Mobile Graduate Program, May 1983.

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North Carolina

Western Carolina University
Computer-Based Instructional Outreach Program

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- microcomputers
- mainframe computers
- electronic mail/blackboard system

FORMAT
- computer-assisted instruction
- multisite

GOALS AND OBJECTIVES

1. Provide a mechanism by which public school teachers in rural areas can expand and update their knowledge of science
2. Link public school teachers and university instructors in an educational support network
3. Facilitate the exchange of ideas and information on important science topics

DESCRIPTION

This program is designed to provide graduate-level professional development courses via a computer-based instructional program. It utilizes modern communications technology to strengthen science instruction in the public schools through continuing professional education for high school science teachers, most of whom could not have had access to such a program because of time and travel conflicts.

Students in various parts of the region are linked via a microcomputer network to WCU's VAX computer. They receive self-paced instructional materials (developed by university faculty) that include reading lists and articles, course assignments, and examinations. Students complete the assignments on their own time and then take exams on-line with WCU's computer. The computer grades each exam, informs the student of questions missed, records the grade and questions missed for the instructor's review, and prepares a detailed analysis of the incorrect answers that can be mailed to the student. Students use the network's electronic mail system to communicate with the instructor, take exams, communicate with each other, and request articles from the library.

Beginning in spring 1983, the program has had ten students per semester, earning three hours of graduate credit for each course. Although a persistent problem has been access to equipment, especially during peak hours, the university has added WATs lines so three students can access the VAX computer at once. Students most often use equipment in their schools, although this program could be implemented for home use as well.

Evaluations are being conducted but have not been summarized yet.

INNOVATIVE ASPECTS

- Use of technology to provide access to graduate education/professional development for students who would not previously have been able to participate
- Design of curriculum modules, adapted to self-paced study needs;
- Close cooperation between university and public schools to share resources and provide professional development experiences

FUNDING

Self-supporting through tuition: $1,350/course.

RESOURCES AVAILABLE

Course descriptive materials available on request.

CONTACT

Dr. Roger H. Lumb
Department of Biology
Western Carolina University
Cullowhee, NC 28723
(704) 227-7246

SEE ALSO:

- Virginia Polytechnic Institute and State University, Cooperative Extension Service; Virginia Institute for Economic Development

Community Education Programs

South Carolina

Institute for Community Education and Training Academic and Employment Upgrading

SPONSORING INSTITUTION/AGENCY
- nonprofit association

TECHNOLOGY USED
- videotapes

FORMAT
- classroom

SPECIAL POPULATIONS SERVED
- black women

GOALS AND OBJECTIVES

1. Raise the education level, employment skills, and standard of living of participants through training

DESCRIPTION

This program began in March 1983 in response to the growing number of unemployed residents of Hilton Head Island, South Carolina, mostly low-income black women whose very limited educational background prevented them from finding work.

Institute staff have developed a series of classes and seminars on both basic educational topics (math, reading, spelling, etc.) and job-related topics (job search techniques, resume preparation, job attitudes and performance, etc.). Forty women are accepted each year into the institute's nine-month program. Each participant's particular needs and skills are assessed through testing and interviews. After this, an Individual Learning Plan and a Career Development Plan are prepared, which outline specific academic and placement needs and goals. This gives participants a benchmark by which to measure their progress. When participants finish the training, institute staff will help in job placement.

Private sector employers in the Hilton Head Island community are very supportive of the program in several ways: 1) they assist in identifying employees whose basic education and employment skills need improvement, 2) their staff will lead workshops from time to time, and 3) they will assist in placing graduates of the program.

INNOVATIVE ASPECTS

- Length and comprehensiveness of training available to participants, tailored to each individual's needs
- relationship with private sector

FUNDING

State, foundation (Windom Fund, Ms. Foundation), and private sources: $89,000/year.

RESOURCES AVAILABLE

Contact director with specific requests for information.

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CONTACT

Gardenia White, Director
Institute for Community Education and Training
P.O. Box 1937
Hilton Head Island, SC 29925
(803) 681-5095

Students in the program attend a training class.

BEST COPY AVAILABLE

North Carolina

SPONSORING INSTITUTION/AGENCY
- private school

FORMAT
- classroom
- hands-on skill development
- one-to-one instruction

John C. Campbell Folk School
Experiential Education in Crafts, Dance, Music, and Folk-life Skills

GOALS AND OBJECTIVES

1. Provide an educational experience modeled after the Danish Folk School: a blend of residential community individual growth with hands-on skill building in crafts, dance, music, and folk-life skills

DESCRIPTION

The Folk School was founded in 1925 and has a rich history of instruction in crafts, living skills, music, art, and folk dancing. It was founded to meet the need in rural Appalachia for an education that fosters pride in rural living and motivates students toward improved spiritual and economic status. By developing skill of local craftspeople and emphasizing the cultural heritage of Appalachia, the Folk School offers students a unique combination of skills and knowledge.

Courses range from one-day to weekend or two-week workshops, and they are for students of all skill levels and backgrounds; about 1,200 students per year are enrolled. Topics include weaving and spinning, pottery, ironworking, jewelry-making, quilting, woodcarving, woodworking, English and American country dance, folk and classical music, self-sufficiency skills (log cabin building, gardening), and Appalachian studies. Besides workshops, there are also three-month work/study opportunities available through the Folk School. The school is residential, so students live and study on the campus. Costs range from $10 to $170 in tuition for the various courses, plus room and board, lab fees, and deposits, as applicable. A five-day residential high school program in March and April gives younger students a chance to participate in the Folk School program.

The school also hosts a community theatre program, concert association, community choir, and regular weekly dances. By developing cottage industries the school helps talented local artisans market their products nationwide. As a charter member of the Southern Highland Handicraft Guild, the school is largely responsible for the development of native crafts in western North Carolina and portions of northern Georgia.

INNOVATIVE ASPECTS

- Established way to learn from and "keep alive" traditional crafts and cultural traditions of a rural region

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FUNDING

Tuition-supported.

RESOURCES AVAILABLE

Calendar of events and brochures on special events available upon request.

CONTACT

Laura Sprung, Registrar
John C. Campbell Folk School
Route 1
Brasstown, NC 28902
(704) 837-2775

Kansas

SPONSORING INSTITUTION/AGENCY
- 4-year college or university
- governmental agency

FORMAT
- classroom
- weekend/evening classes
- peer teachers
- wide variety of seminars, courses, and activities

Kansas Department of Economic Development
Kansas State University Division of Continuing Education
Community Resource Program

GOALS AND OBJECTIVES

1. Establish a variety of community resource programs that will foster economic development and adult learning in Kansas communities
2. Provide start-up funds and technical assistance to help communities begin community resource programs

DESCRIPTION

In 1979 the Kansas legislature authorized the Community Resource Act, which provides grants-in-aid to communities interested in initiating nontraditional community education programs. Local organizations create and operate the programs in response to the social, recreational, cultural, or educational interests of the community. Programs can include courses, festivals, or other activities that use local citizens who voluntarily share their talents and skills. During the past year, towns ranging in population from ninety-seven upward have established a wide variety of programs including farmers' markets, community theatres, baby-sitting co-ops, community orchestras, and adult free universities.

A total of thirty-six communities have been funded with small grants, which range from $125 to $3,000. In addition to the grants, the law provides for technical assistance to help individuals and organizations develop, maintain, and evaluate the program. The University for Man's Outreach Department (Kansas State University) has contracted to provide the technical assistance which includes: 1) application for CRA monies; 2) staff training; 3) board development; 4) program design; and 5) financial planning for stabilization.

INNOVATIVE ASPECTS

- Passage and funding of legislation to assist communities with project development
- Technical assistance offered to community leaders in establishing and maintaining programs

FUNDING

Annual state appropriation: $39,600
($19,600 for technical assistance,
$20,000 for grants-in-aid).

RESOURCES AVAILABLE

Descriptive brochure available upon request.

CONTACT

Judy Snodgrass
Community Resource Program
Kansas State University
1221 Thurston Street
Manhattan, KS 66502
(913) 532-5866

New York

SPONSORING INSTITUTION/AGENCY
- research institute

FORMAT
- classroom
- multisite
- peer teachers

The Rensselaerville Institute
Help Yourself to Health in the Hilltowns

GOALS AND OBJECTIVES

1. Deliver a variety of low-cost health education programs to rural communities

DESCRIPTION

In 1982 Rensselaerville Institute staff conducted a survey of 11,000 rural residents in a three-county area to determine their health concerns and interest in health education. The team interviewed consumers and providers of health care to identify the most basic and urgent health needs not being met through established channels and to recommend preventive health promotion programs that might meet these needs. Results showed many specific areas that rural residents were interested in.

Once a list of topics was determined, project staff solicited instructors and existing programs from local residents and health and human service agencies. After extensive searching and evaluating, forty programs were selected in these major categories: food and nutrition, families and parenting, children's health, mental health, health screening, and fitness. These were the categories that the initial survey had identified as high-interest topics. Most of the programs emphasized self-help and preventive aspects of health education.

A schedule of programs held at local churches, town halls, and firehouses throughout the rural hill towns was determined. Some programs ran once or twice a week for six to eight weeks. Others were one-shot public information efforts. About 75 percent were held on weekday evenings, the rest during mornings with baby-sitting available. An attractive flyer was typeset, printed, and publicized programs though a direct bulk mailing to 3,000 households. Additional publicity consisted of regular press releases and posters distributed to coffee shops, pharmacies, laundromats, granges, etc. Fourteen programs were offered to the public free of charge, and the rest charged a fee from $1 to $5 based on materials and instructors' costs. In some cases instructors' time was paid for by their agency, and in others the instructor only received the per person fee. Instructors were extremely cooperative in keeping fees as low as possible.

Response to the programs was overwhelmingly positive, with 476 people enrolling for the first sessions. Evaluations showed that rural residents welcomed these low-cost programs on health topics and felt that this

type of effort was contributing to their quality of life. Staff have prepared some specific suggestions for streamlining the scheduling, administration, and publicity of the programs. Funding for the project came from foundation and private sources, and the entire effort was very low cost. Project staff are now experimenting with creating health information centers in rural libraries.

INNOVATIVE ASPECTS

- Emphasis on community involvement, awareness of health activities, and affordable accessible programs
- Process has been organized and described for easy replication in other rural areas

FUNDING

Foundation and private sources.
Total budget: $6,688/year.

RESOURCES AVAILABLE

Summary of project process, implementation, and evaluation available upon request.

CONTACT

Patricia Hanson
Rural Health Projects Director
The Rensselaerville Institute
Rensselaerville, NY 12147
(518) 797-3783

Idaho

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- videotapes
- microcomputers

FORMAT
- classroom
- computer-assisted instruction
- weekend/evening classes
- traveling instructor
- multisite
- peer teachers

Idaho Cooperative Extension Service and the University of Idaho Rural Education Adult Development in Idaho (READ I)

GOALS AND OBJECTIVES

1. Design, test, and evaluate a curriculum to teach computer literacy to rural adults
2. Develop an appropriate and cost-effective delivery system for teaching computer literacy courses in rural communities

DESCRIPTION

These noncredit computer literacy classes are designed for adults in rural areas who ordinarily would not come into contact with computer technology: small business owners, isolated farmers, underemployed workers, and homemakers. The classes will consist of two eight-week sessions (2-2 1/2 hours/session) offered in four isolated counties that will serve as pilot locations. Each class will accommodate a maximum of twenty students, who will pay five to ten dollars per course. Two peer teachers in each county will be trained to teach the courses. Although classes will be offered at a central location, there will be some demonstration of the telecommunications potential of computers. School district computer equipment will be used.

Extension staff and university faculty are designing curriculum materials. Content will focus on computer "readiness" skills (basic math and communication skills needed to use computers) and computer literacy (programming, history of computer applications, software applications). Staff will develop appropriate computer-assisted instructional materials to accompany the course.

The Idaho Cooperative Extension Service, which operates the program, will use its delivery system to implement READI. Local county agents will work with county advisory committees to implement and tailor the program to each county. A statewide advisory board of extension staff, university faculty, rural adults, and industry representatives will assist in coordinating project activities with other institutions and organizations.

The first courses will be taught in fall 1984. Extensive evaluations will be conducted over three years to determine the effectiveness of READI in teaching computer literacy as well as the effectiveness of the curriculum materials and delivery system.

INNOVATIVE ASPECTS

- Use of peer teachers to broaden acceptance of computer literacy
- Concept of "readiness" that teaches both basic skills necessary to begin to use a computer, and the exposure to computers and technologies affecting society in general
- Development of special curriculum to teach computer literacy

FUNDING

Federal and state funds over a three-year period, 1983-86: $142,470/year. Combination of federal grant (Fund for Improvement of Postsecondary Education) and matching grant from College of Agriculture, University of Idaho.

RESOURCES AVAILABLE

Curriculum guides and program descriptions available fall 1984.

CONTACT

Mary Emery
College of Agriculture
University of Ida
Moscow, ID 838
(208) 885-7984

Idaho/Washington

University of Idaho, Washington State University, and Lewis-Clark State College
New Dimensions Project

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

FORMAT
- classroom
- weekend/evening classes
- peer teachers

SPECIAL POPULATIONS SERVED
- women

GOALS AND OBJECTIVES

1. Provide skill building classes for rural women
2. Develop a resource and information network about services and educational opportunities
3. Encourage community members to be advocates for their own education

DESCRIPTION

The New Dimensions Project, which operated from 1980 to 1984, provided educational opportunities for rural women by training peer teachers to conduct classes in math skills, money management and financial planning, self development, and writing. The target population for the classes was rural women living in communities with fewer than 15,000 residents. Most of the students had no formal college education.

Project staff developed curricula in the four major topic areas that were designed to teach techniques and concepts in a nonthreatening manner. After establishing advisory committees in nine communities, staff recruited teachers locally through the committees and advertising in local newspapers. Those selected were trained at institutes on the Washington State University and University of Idaho campuses to be class facilitators. The goals of the institutes were to train leaders to facilitate learning rather than become subject matter specialists, to inspire enthusiasm about the materials, to develop leader confidence with group facilitation skills, and to develop a network of support with other class leaders. Over a four-year period, forty-three women were trained as teachers, and over 200 women participated in the classes.

At the end of the project a conference was held for rural students, university professionals in continuing education, cooperative extension and vocational education to plan future cooperation and partnerships. Many of the students in the program felt that this type of training opened up new opportunities for them in both education and employment.

INNOVATIVE ASPECTS

- Curricula designed especially for rural women
- Training peer teachers to facilitate classes effectively

FUNDING

Federal funding, 1980-84 through Fund for the Improvement of Postsecondary Education: $207,185 total; $60,000/year.

RESOURCES AVAILABLE

Direct specific questions to contact persons, below.

CONTACT

Mary Emery, READI
Cooperative Extension
University of Idaho
Moscow, ID 83843
(208) 885-7984

Corky Bush
Women's Center
University of Idaho
Moscow, ID 83843

Marcia Schekel
OCUS
Washington State University
Pullman, WA 99164

Sue Armitage
Women's Studies
Washington State University
Pullman, WA 99164

SEE ALSO:

- Mid-Coast Community College; Mid-Coast Learning Cooperative

Adult Basic Education Programs

North Carolina

SPONSORING INSTITUTION/AGENCY
- 2-year college (technical college)

FORMAT
- weekend/evening classes
- multisite campus
- one-to-one tutoring

Blue Ridge Technical College
Adult Reading Project

GOALS AND OBJECTIVES

1. Identify adult nonreaders in county and organize reading centers in those locations
2. Train and organize a volunteer group to administer the reading project
3. Create a developmental reading program as part of the college curriculum

DESCRIPTION

This adult reading project began in 1979 after college staff analyzed literacy levels of students coming into the learning center on campus. Initially, efforts were made to reach those adults who were reading below a third grade level. This was done by publicizing the reading instructional program through radio, presentations, posters, flyers, handout calendars, displays at shopping areas, and word of mouth. At the same time tutors to teach reading skills were recruited. Once a group of students was identified in a particular location, volunteer tutors were trained and matched with the students on a one-to-one basis. Meeting times between student and tutor were held at least once a week, and the eight sites eventually included churches and public libraries. These sites became known as "reading centers," and were supplied with a library of materials for use by tutors and students.

Professional staff initially included a reading coordinator and a paraprofessional, who coordinated recruitment of students and tutors, training of volunteers and other professionals interested in literacy, establishment of the reading centers, and eventual creation of a literacy council to administer the program. Although the program was formed to continue operation of the program with federal and state monies, this support ended in 1981. A literacy council was formed to continue operation of the program, which is now funded by donations and staffed by volunteers. Students help defer the cost of operation by paying for their own books, when possible. In addition, a developmental reading program has been implemented at the college to assist students who have enrolled but who need continuing help with reading skills.

INNOVATIVE ASPECTS

- Continued operation of the program now handled by volunteers and sponsors
- Basic educational need recognized by college personnel, who began a program to address it

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FUNDING

Federal grants (Appalachian Regional Commission):
1979-80: $45,000; 1980-81: $39,825.
State grants:
1979-80: $ 2,000; 1980-81: $ 1,200.

Present annual operating budget: $400-450/year.

RESOURCES AVAILABLE

Catalog and descriptive materials available upon request.

CONTACT

Caren Kessler, Director
Adult Reading Project
Blue Ridge Technical College
Route 2
Flat Rock, NC 28731
(704) 692-3572

Kentucky

Kentucky State Department of Education/ Morehead State University Paraprofessional Home Instruction for Adults

SPONSORING INSTITUTION/AGENCY
- governmental agency

FORMAT
- traveling instructor
- multisite
- peer teachers

GOALS AND OBJECTIVES

1. Provide basic skills education and GED instruction to adults whose access to traditional instruction has been limited
2. Train paraprofessionals to implement one-on-one instruction in the home
3. Improve societal achievements by upgrading educational levels of local residents

DESCRIPTION

Since 1972, the Kentucky State Department of Education, through the Division of Adult Education, has been engaged in a pioneering effort to use paraprofessionals to provide instruction for adults who were unable, for a variety of reasons, to complete public school. The paraprofessionals actually go into the home, provide instruction, and review materials with the adult students who are unable to attend more traditional classes or learning centers because of transportation or child care problems or lack of confidence. This service is offered at no cost to the student; however, the student must pay his or her own GED certification fee. The program was initially developed at Morehead State University and has expanded to Murray State University; it now has over 130 paraprofessionals working to increase educational levels among adults within the state.

Funds are allocated to many local school systems and paraprofessionals are paid locally. Paraprofessionals generally have eighteen to twenty students each, and work thirty hours per week. Each program runs for a period of 1,000 to 1,100 working hours per paraprofessional. Paraprofessionals receive training at either Morehead State University or Murray State University to teach adults on a one-to-one basis; recruit and enroll students; administer diagnostic tests to determine the level of their students; prescribe individualized learning programs; facilitate achievement of students' personal learning goals; and, in general, promote feelings of self-confidence, self-respect, and success in their students.

Courses taught include reading, math, language, and GED review. The paraprofessionals keep daily and monthly records, travel reports, and individualized student files. Contact with students is about one hour per week.

INNOVATIVE ASPECTS

- Use of paraprofessionals to implement statewide adult basic education program
- One-on-one instruction in the home or other non-threatening setting to counter problems of access and insecurity
- Personalized instruction programs geared to fit diverse learning needs of students

FUNDING

Federally funded: Approximately $5,000 per paraprofessional per program period (1,000 to 1,100 working hours).

RESOURCES AVAILABLE

Paraprofessional handbook.

CONTACT

Sharon Jackson, Coordinator
ABE Training
Morehead State University
UPO 1353
Morehead, KY 40351
(606) 783-2509

"When the home instruction aid came. . .four years ago, I was unable to help my oldest child (who was in the first grade at the time) with his homework. It's a bad feeling to get notes from school saying your child needs help and you are unable to help him. Now, thanks to home instruction, I am working fractions in math and able to read some books. I love to read and work hard to learn more. . ."

Georgia Williams
Mt. Sterling, Kentucky

"I am seventy years old. . .when I started home instruction, my goal was to read the Bible. Now I can read some in my Bible, write, and do simple arithmetic. I am really grateful to Adult Basic Education and what it has done for me."

Anna Rothwell
Camargo, Kentucky

Pennsylvania

Division of Corrections Education
Pennsylvania Department of Education
Grass Roots Alternative Diploma Study (GRADS)

SPONSORING INSTITUTION/AGENCY
- governmental agency

TECHNOLOGY USED
- videotapes
- cable television
- VCR equipment

FORMAT
- classroom
- correspondence/independent study
- broadcast to sites
- weekend/evening classes
- multisite

SPECIAL POPULATIONS SERVED
- inmates in correctional institution

GOALS AND OBJECTIVES

1. Offer televised general equivalency diploma (GED) preparation on cable television to county residents and to inmates in the nearby state correctional institution
2. Increase access to GED preparation by utilizing the local newspaper to publish lessons and lending materials to citizens who do not have cable hookups
3. Offer the GED examination at the end of the program, through the local school district and the State Correctional Institution in Huntingdon, Pennsylvania.

DESCRIPTION

Countywide census figures revealed in 1983 that almost 40 percent of all county residents, plus more than 70 percent of the state and county prison inmates, lacked either a GED or a high school diploma. The twenty-five week Grass Roots Alternative Diploma Study (GRADS) program, which utilizes cable television, the local newspaper, and loaned materials, was the response to that identified educational need.

Three different options for GED preparation are offered through project GRADS in an effort to reach the widest possible audience. These are:

1. Cable TV home video lessons: Citizens who subscribe to the local cable television company have access to regularly broadcast GED lesson videotapes (the project uses the Kentucky Educational Television GED video lessons and videotexts)
2. Newspaper home study sessions: The local newspaper publishes weekly home study lessons, offering free lesson supplements as well to nonsubscribers
3. Tutoring and video lessons at contact sites: Eight sites in the county show the lessons on VCR equipment, and tutors are available at those sites to provide free, one-on-one help to those needing special assistance. The GED preparation is free to students, although there is a $15 charge to take the examination

Inmates in the state correctional institution have been included in the program in several ways. If an inmate has a television set, he or she can then study the cablecast lessons. For those without a television or those needing special help, an adult learning center offers group access to cable television, newspaper

supplements, and tutoring as necessary.

The project has been widely publicized throughout the country, and on average it is now serving 340 adults per month. School districts and social service agencies have helped publicize the program and have referred students. At the end of the 1983-84 program, over 150 adults received their GED diplomas. This has indeed been a countywide project, for over $30,000 of software, equipment, and in-kind services have been donated to make the project work.

INNOVATIVE ASPECTS

- Donation of in-kind services and equipment, as well as interagency cooperation, to deliver widespread adult education on a very low budget
- Provision of program, utilizing cablecast, to both inmates and county residents
- Combination of print and broadcast media

FUNDING

State-supported: $5,537/year. In-kind donations from local corporations and other state agencies.

RESOURCES AVAILABLE

Descriptive materials available upon request.

CONTACT

H. A. Kimmel
G. S. Lucas
SCIH Drawer "R", Education Department
Huntingdon, PA 16652
(814) 643-2400

Inmates at the state correctional institution graduate with the help of the GRADS program.

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New York

State University College at Oneonta
Adult Basic Education Programs

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- microcomputers

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction
- evening classes
- traveling instructor
- multisite

GOALS AND OBJECTIVES

1. Provide basic and high school equivalency teaching, career development, and counseling activities for program participants
2. Identify and develop support systems for program participants
3. Develop individualized learning program for each student

DESCRIPTION

This program was created in 1977 to serve basic education needs of adult migrants. Since that time the student population has broadened to rural, disadvantaged adults. The program now serves about 200 students per year.

Prospective students are given various tests to determine their particular educational needs. Then they are placed in a small group that meets near their home. Four teachers travel among ten sites, and the central coordinating point is at the State University College at Oneonta. Students stay in the program until they are ready to take the basic competency or high school equivalency exams which are offered by the State Education Department. For adults with child care and/or transportation problems, a home-study program is available. A computer is available at one site for instruction and job-training skills.

Because the program operates under the auspices of the university, many in-kind services are available to participants in the program. For example, a limited number of "internships" are available with professors, offering students a one-to-one instructional setting.

INNOVATIVE ASPECTS

- Individualized instruction and assessment opportunities

FUNDING

State Education Department, 50 percent; Jobs Training Partnership Act, 30 percent; private foundations, 20 percent.

RESOURCES AVAILABLE

Contact director with specific requests for information.

CONTACT

Alda K. Peinkofer, Coordinator
Adult Basic Education Programs
Bugbee School
State University College at Oneonta
Oneonta, NY 13820
(607) 432-6537

West Virginia

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- weekend/evening classes
- multisite

SPECIAL POPULATIONS SERVED
- low-income workers

West Virginia Institute of Technology Communication Project

GOALS AND OBJECTIVES

1. Upgrade literacy skills of adult workers

DESCRIPTION

The Communication Project is a literacy program that is aimed at low-income working adults. Evening or weekend classes are held at various sites, and the materials and topics utilized relate directly to concerns of the workers. For example, classes might deal with labor history, environmental issues, job skills, union contracts, labor relations, or welfare rights--each a topic designed to interest the working adult. Materials come directly from students' work situations and might include contracts, employment applications, registration forms, or legal descriptions of black lung, welfare, or labor laws. Instructors have developed skill-building literacy exercises focused on materials and topics that the workers are exposed to on a daily basis. This unique focus seems to help students learn at a faster pace.

One of the most persistent problems was the differing levels of literacy among students. To counter this, instructors developed a "buddy" system, pairing students to help each other. The project is serving about 300 workers a year, and staff hope to train some of the participants to continue working with their groups after formal instruction has ended. Project staff also plan to write a handbook on implementing this type of literacy program with adult worker groups.

INNOVATIVE ASPECTS

- Curriculum topics and materials drawn from the workplace to interest adult workers in upgrading literacy skills

FUNDING

Fund for the Improvement of Postsecondary Education: $90,000/year.

RESOURCES AVAILABLE

Contact director with any specific requests for information.

CONTACT

Dr. John David, Director
West Virginia Institute of
Montgomery, WV 25136
(304) 442-3157

d, Director
Institute of Technology
25136

Community Development Programs

Alabama

SPONSORING INSTITUTION/AGENCY
- nonprofit association

FORMAT
- classroom
- traveling instructor

SPECIAL POPULATIONS SERVED
- black

Federation of Southern Cooperatives
Cooperative Education/Rural Development Institute

GOALS AND OBJECTIVES

1. Meet educational needs of individuals and communities that are starting or continuing cooperative business ventures
2. Assist rural communities in the economic development process
3. Offer training in skills that will enhance the development of cooperatives and rural communities

DESCRIPTION

The institute began in 1971 after frequent requests for training and education about the principles of cooperative business ventures made it clear that there was an unmet educational need in the Southeast. Staff of the institute conduct workshops and seminars on such topics as appropriate energy technology, cooperative management practices, cooperative housing, bookkeeping and accounting, credit union development and operation, and cooperative principles and philosophy. Participants in the workshops (about 200/year) are predominantly black, low-income rural residents desiring training in organizing a cooperative venture.

Institute staff work in close cooperation with other agencies such as Legal Services, Southern Neighborhood Network or the Southern Rural Women's Network to share information about their training services. Workshops are conducted with a "hands-on" approach to community development efforts, so participants can return to their communities and apply their knowledge immediately.

INNOVATIVE ASPECTS

- Training provided on establishing many different cooperative ventures.

FUNDING

Tuition varies per participant. Institute solicits co-sponsorship of training seminars to contain costs.

RESOURCES AVAILABLE

Materials available upon request.

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CONTACT

Alice Paris, Director
Cooperative Education/Rural Development Institute
P.O. Box 95
Epes, AL 35460
(205) 652-9676

Illinois

SPONSORING INSTITUTION/AGENCY
- nonprofit association

TECHNOLOGY USED
- audio
- videotapes
- video teleconferencing

FORMAT
- classroom
- multisite
- seminars
- local, national and international travel

Illinois Agricultural Leadership Program
Illinois Agricultural Leadership Foundation

GOALS AND OBJECTIVES

1. Expand experience in the areas of professional improvement, communications, current issues, public affairs, government, business, and industry
2. Provide educational experiences at local, state, and national levels
3. Improve the awareness and understanding of issues involving the rural and urban sectors in a changing political, technological, and increasingly urbanized domestic and international society

DESCRIPTION

This program is designed to develop leadership qualities of promising young agriculturalists while allowing them to continue to manage their farming and/or business operations. A combination of seminars and travel experiences are offered to thirty outstanding production agriculture and agribusiness men and women over a two-year time span. Twelve seminars are held at five leading Illinois university campuses and various industry sites, requiring participants to be away from home approximately twenty days per year. In addition, a ten-day national travel seminar is held in the first year's schedule and a two-week international travel seminar is planned for the second year.

The sessions are designed to increase the participants' awareness and understanding of professional and personal improvement, communication skills, cultural awareness, economic agriculture and trade policy, governmental processes and procedures, commerce and industry, resource utilization and development, and social and environmental issues. Issues and topics are presented from a state, national, and international perspective; differences between rural and urban concerns are also highlighted.

Since its inception in 1982, this program has won the acclaim of its participants for providing opportunities that broaden horizons, convey an appreciation for the complexities of the relationships of agriculture to other parts of society, and establish contacts and interaction with agribusiness practitioners, key agricultural leaders, and outside corporations and organizations. Costs for group travel, accommodations, and most on-site meals during seminars are met by the Illinois Agricultural Leadership Foundation. Travel costs to in-state seminars are the responsibility of the individual participants. Evaluations are conducted at regular intervals throughout the program.

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INNOVATIVE ASPECTS

- Curriculum designed to focus on developing leadership qualities and perspectives specifically related to rural issues

FUNDING

Contributions from W.K. Kellogg Foundation, Illinois Department of Agriculture, indiyiduals, and various businesses, farm organizations, and corporations.

CONTACT

Mrs. Joyce Watson
Illinois Agricultural Leadership Foundation
215 E. Jackson Street
P.O. Box 160
Macomb, IL 61455
(309) 837-7711

"I have never been given information during my formal education to equal that offered us in the Illinois Agricultural Leadership Program."

Ned Rolston
Rolston Farms

"I can't say enough for the potential of this program and the impact it could have on Illinois and U.S. agriculture."

Larry Eckert
Eckert's Orchards

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Maryland

Migrant Branch, Maryland Department of Education
Migrant Educational Opportunities Program

SPONSORING INSTITUTION/AGENCY
- governmental agency

TECHNOLOGY USED
- audio (toll-free telephone line)

FORMAT
- newsletters

SPECIAL POPULATIONS SERVED
- migrant youth

GOALS AND OBJECTIVES

1. Increase number of migrant youth who resume secondary or vocational education and/or pursue education beyond the secondary level

DESCRIPTION

The Migrant Educational Opportunities Program (MEOP) began in 1977 as a pilot project through donations from the Fund for the Improvement of Postsecondary Education to the BOCES Geneseo Migrant Center in Geneseo, New York. Faced with a 90 percent dropout rate and the mobility of the migrant farmworker youth, it was determined that special programs were needed to assist this special population. MEOP has grown in sponsorship to include the states of Delaware, Florida, Georgia, Maryland, New York, and North Carolina, and serves as an interstate and intrastate linkage system to identify and serve migrant dropout youth. It is at present funded by the United States Education Department, Migrant Branch, Migrant Education Interstate and Intrastate Coordination Program (Section 143).

MEOP has three distinct components:

1. East coast system to identify and serve migrant dropout youth. Establishes cooperative agreements with existing migrant identification and tracking systems, migrant service agencies, and relevant agencies on the eastern seaboard to identify migrant dropout youth and assist them in receiving uninterrupted service and training. Also identifies contacts along the east coast to provide counseling and educational services to migrant dropout youth. Four facilitators serve New York, Maryland/Delaware, Georgia/North Carolina, and Florida working directly with youth and agencies. With this system in place a youth dropping out of school in Florida, for example, can call a toll-free hotline to find out where a counselor or youth center is located in his or her "home" state.
2. Network of role models. Identifies former migrants to serve as advisors and resource people to motivate youth in pursuing educational and vocational goals.
3. Clearinghouse on migrant dropout youth. Collects, reviews, adapts, and disseminates vocational and guidance information to migrant youth on the eastern seaboard; publishes a monthly newsletter, "REAL TALK," to be sent to youth and relevant service agencies; disseminates information to migrant youth on financial assistance available for resuming or

continuing their education; keeps eastern stream agencies advised of project activities; and maintains a toll-free hotline to assist dropout youth in obtaining educational and support services.

The state of Maryland serves as fiscal agent and assumes overall programmatic responsibilities for the program. The Geneseo Migrant Center in New York provides program coordination. An interstate coordinating committee assures successful planning, implementation, and evaluation of the project. Its members include the sponsoring states' directors of migrant education, the regional program facilitators, and the project coordinator.

INNOVATIVE ASPECTS

- Focuses on migrant dropout youth, a severely underserved population
- Degree of cooperation between agencies and states is exceptional
- Delivery methods that have adapted to the problem of mobility

FUNDING

United States Education Department, Migrant Branch, Section 143: $156,384 1983-84; $213,714 1984-85.

RESOURCES AVAILABLE

Descriptive materials and copies of newsletter available upon request.

CONTACT

Dr. Gloria Mattera, Director
Board of Cooperative Education Services (BOCES)
Geneseo Migrant Center
Holcomb Building, Room 211
Geneseo, NY 14454
(716) 245-5681

Mr. Ronn Friend
Migrant Branch
Maryland Department of Education
200 Baltimore Street
Baltimore, MD 21201
(301) 659-2413

Alaska

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes
- audio and video teleconferencing
- microcomputers
- mainframe computers

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction
- traveling instructor

University of Alaska, Cooperative Extension Service
Alaska Native Human Resource Development Program

GOALS AND OBJECTIVES

1. Develop and test curricula, materials, and programs that teach skills necessary to cope with changes resulting from the Alaska Native Claims Settlement Act
2. Provide liaison between the University of Alaska and the Native community

DESCRIPTION

This human resource development program began in 1972 to help Alaskan Natives understand and adjust to changes resulting from the Alaska Native Claims Settlement Act. Primary focus of the program has been to develop workshops and materials on village management, including planning, computer use, and land-resource management. In addition the program seeks ways to develop leadership skills and knowledge in Alaskan Natives, resulting in the Alaska Native Leadership Program.

The program operates with six permanent staff members, and it is administered through the Cooperative Extension Service. Any additional staff needed are hired on a contract basis for specific tasks. The project is overseen by a six-member policy council representing both the university and the Native community. This program is designed to be a development and testing unit, which then looks to other units or staff to provide the actual program delivery.

The program has developed these specific components:

1. Alaska Native Leadership Project. This project was begun with a subsidy from the Kellogg Foundation and the State of Alaska as a program to foster the growth of potential and emerging Alaska Native leaders. Applications for the leadership project are widely distributed throughout the villages. Once selected, candidates attend four training sessions in various locations throughout the state over a twelve-month period. Topics covered in the training sessions include how to lead and manage groups, comparisons of traditional Native and contemporary leadership styles, varying cultural issues, village management issues, and conflict resolution. Participants can also arrange internships in their own fields of interest as a way to gain further training. Costs to participants vary from $100 to $125 per session, but no participant is excluded because of lack of funds.

2. Workshops, seminars, and materials on village management. Human resource development staff have produced written, video, and computer materials that deal with primary land and resource management, planning, business management, and computer use. These are delivered to villages throughout Alaska in conjunction with seminars or for use locally by village leaders.
3. Computer camps. This program began during the summer of 1982 for young people interested in computers. Over thirty students from all over Alaska meet with counselors to learn computer applications, word processing, and computer graphics. This program has been funded by the Fund for the Improvement of Postsecondary Education, the Cooperative Extension Service, and various local schools and corporations.
4. Rural Educational Delivery System Development. Human resource staff have continued to work with the university in developing the Rural Education component that serves rural Alaska with a network of learning centers. Currently they are researching the increased use of electronic and telecommunications equipment to service rural learners.

INNOVATIVE ASPECTS

- Development of materials and format for rural leadership program
- Continuing research in telecommunications use for rural learning

FUNDING

State, federal, and foundation support. Total budget: $520,000/year.

RESOURCES AVAILABLE

Brochures available upon request.

CONTACT

Don Peter
Alaska Native Human Resource Development Program
University of Alaska
429 D Street, Suite 210
Anchorage, AK 99501
(907) 278-3141

Nebraska

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- videotapes

FORMAT
- classroom
- weekend/evening classes
- traveling instructor
- multisite

SPECIAL POPULATIONS SERVED
- small business owners

University of Nebraska at Omaha
Nebraska Business Development Center

GOALS AND OBJECTIVES

1. Provide managerial and technical assistance to small businesses throughout the state
2. Foster an effective working relationship between business, government, and the university to serve small businesses

DESCRIPTION

Training and consultative services are the heart of the Nebraska Business Development Center (NBDC) program. Started in 1977 as the pilot center for the U. S. Small Business Administration's program to foster small business at the state and local level, the center is now an established unit of the University of Nebraska at Omaha's College of Business Administration. From this central coordinating site, the center utilizes university graduate students and faculty advisors to offer their comprehensive selection of training and management services. The center offers consultation services at four other university sites in the state and cooperates with more than forty chambers of commerce and commercial clubs to implement its workshops and seminars. Annually, the center consults with over 1,000 people and trains over 5,000 people.

Activities and services available to any small business owner (at little or no cost) include:

- Individual management consultations. Nebraska business owner-managers may obtain individual and confidential consultations on problems or issues facing their particular business.
- New business consulting. Individuals desiring to enter business or operate newly established businesses can obtain research data, current economic profiles, or financial management consultations through the center.
- Feasibility studies. NBDC conducts studies about the worthiness of expanding or changing a business operation, a new product, new potential market area, or new advertising strategies.
- Workshops and seminars. Topics including financial management, credit and collections, marketing strategies, merchandising, and effective supervision are covered at programs sponsored by local chambers of commerce and trade associations. There is a nominal charge to cover course materials, publicity, and instruction.

- Market research assistance. NBDC provides market research analyses, indicating expansion of market potential and methods to use to obtain better results.
- Nebraska Rural Communities program. The Nebraska Rural Communities program is a recent innovation. Each year a different community is chosen to receive a concentrated schedule of consultations and workshops in an effort to aid rural small business owners.
- NBDC Report. Management advisory newsletter published and distributed to over 20,000 Nebraska businesses.

Evaluations show that clients who implemented some or all of the center's recommendations have performed better in their businesses and have realized increases in sales and profits. The program has received recognition from numerous national agencies and organizations for curricular innovations.

INNOVATIVE ASPECTS

- Small business sector receives direct assistance in many areas from higher education
- Cooperation between education, government, and business in sharing new management techniques synchronous with a changing economy to serve small business owners
- Use of higher education's knowledge and resources to help small business owners
- Choice of different rural community to focus on each year

FUNDING

State and federal (one half each): Approximately $850,000/year.

RESOURCES AVAILABLE

Five video tapes with workbook on surviving business crisis (designed for women business owners), text on Legal Aspects of Doing Business in Nebraska, descriptive materials, and program outlines.

CONTACT

Robert E. Bernier
College of Business Administration
Room 405
University of Nebraska at Omaha
Omaha, NE 68182
(402) 554-2521

District of Columbia

U.S. Agency for International Development
Academy for Educational Development
AID Rural Satellite Program

SPONSORING INSTITUTION/AGENCY
- governmental agency

TECHNOLOGY USED
- audio
- audio and video teleconferencing
- microcomputers
- electronic mail/blackboard system
- satellite broadcast

FORMAT
- classroom
- broadcast to remote sites
- computer-assisted instruction
- multisite

GOALS AND OBJECTIVES

1. Test the use of satellite communications in rural development

DESCRIPTION

The purpose of this five-year program is to analyze the effectiveness of satellite communications on economic development and education in predominantly rural, developing countries. Many applications of interactive satellite communications--audio teleconferencing, facsimile document transmission, electronic blackboards --are being tried and evaluated. Three two-year demonstration projects are under way in international sites: Indonesia, Peru, and the Caribbean. Each site has different local needs, and different aspects of the technology are being tested.

For example, the Indonesian project focuses on using the technology to enhance higher education in that country, through a consortium of isolated universities that has traditionally had problems with faculty shortages, inadequately trained faculty, and poor research and library facilities. The satellite system will be used to: 1) conduct distance teaching, where a highly trained faculty member at one site can teach fully interactive classes to students at many other sites; 2) train faculty through teleconferencing; 3) improve access to library and course materials through document transmission. The Caribbean project has similar applications for the campuses of the University of the West Indies. The Peruvian project focuses on two very different areas: 1) upgrading the skills of farmers and agricultural administrators and improving communication with their markets and 2) supporting community workers involved in a preschool education program.

Continuing and detailed evaluations of the effectiveness of the technology in rural, remote, and underdeveloped locations are ongoing. Evaluation staff will be producing analyses that could be helpful to rural educators considering technological applications.

INNOVATIVE ASPECTS

- Detailed analyses of how and when a particular technology is effective in rural development

FUNDING

Federal: Approximately $1.2 million/year.

RESOURCES AVAILABLE

Direct specific questions to contact person, below.

CONTACT

Sandra Lauffer
Director of Information
Academy for Educational Development
1255 23rd Street, N.W.
Washington, DC 20037
(202) 862-1900

Tennessee

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- videotapes
- microcomputers

FORMAT
- classroom
- computer-assisted instruction
- traveling instructor
- multisite

Vanderbilt University
Center for Health Sciences

GOALS AND OBJECTIVES

1. Provide experiential opportunities for college students that combine learning with community service
2. Respond to, and follow up, rural communities' health needs
3. Establish a strong network of concerned citizens and health providers

DESCRIPTION

A variety of topics and projects are a part of the Center for Health Services, but the common focus is serving community residents whose health care needs are not met by traditional providers and existing institutions. Since 1971, the center has overseen student interns and managed various projects in rural areas of Tennessee, Kentucky, and West Virginia. It has not amassed a large staff or ongoing funding but has instead existed with smaller, project-related grants focusing on a specific topic. For example, a recent grant from Apple Computer Corp. will establish a computer information network among community groups, while at the same time demonstrate computer capabilities to a rural population. Utilizing college students as coordinators, researchers, and service-providers, the center has been able to bring information and services to rural communities that are isolated and underserved in health care.

Currently, the four main program components are:

- Maternal-infant health outreach worker project: Community residents work with high-risk pregnant women to promote prenatal care, child development education, and breastfeeding.
- Appalachian student health coalition: College students from various disciplines go into rural areas with health fairs to provide routine screenings and health education to community residents.
- Student environmental health project: College students from various disciplines go to rural areas to provide technical assistance and education on environmental issues.
- Community health training program: Provides internships in rural clinics for medical and nursing students.

The project grew out of the interest that medical students had in serving unmet health needs in this predominantly rural region. Current figures estimate that the various programs now serve a total of 2,000 residents/year.

INNOVATIVE ASPECTS

- Matching institutional expertise and resources with rural community needs--a method of serving rural residents without creating a large system
- Ability to secure a wide variety of private funding
- Provision of experiential, "service-learning" opportunities for students

FUNDING

Funded in varying amounts by foundations (national and state), corporations, and individuals.

RESOURCES AVAILABLE

Annual report available upon request.

CONTACT

Richard A. Couto/Syd Mayberry
Center for Health Services
Vanderbilt University
Station 17
Nashville, TN 37232
(615) 322-4773

"The most definitive influences on my future goals came from working and living in a rural area . . . I became acutely aware of my enjoyment of health education and how much effect it could have in rural areas."

Cathy McCoy
Medical Examiner

Virginia

Virginia Polytechnic Institute and State University,
Virginia Cooperative Extension Service
Virginia Institute for Economic Development

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction

GOALS AND OBJECTIVES

1. Train rural community leaders to become more knowledgeable about economic practices and community development

DESCRIPTION

This program was created in 1984 under the joint sponsorship of Virginia Polytechnic Institute and State University, Cooperative Extension Service, Virginia Department of Economic Development, and the Governor's Division of Employment and Training. The Virginia Institute for Economic Development resulted from requests from rural chambers of commerce and other governmental agencies indicating a need for training of rural community leaders and elected officials.
The Institute is conducted in three days of intensive study on the Virginia Tech campus, followed by ten weeks of home study, and three concluding days back on the campus, at a total cost of $115 per participant. The home study portion consists of lessons based on five books that are read by all the participants (approximately 40 each quarter). The training provides:

- Understanding of the problems involved in community economic development efforts;
- Identification of educational ingredients necessary in community economic programs;
- Evaluation of local opportunities for economic growth; and
- Design of local level implementation programs

An underlying focus of the program is that interagency cooperation is needed on rural issues. The first sessions had more applicants than could be accepted; evaluations will be conducted to determine impact and continuation of the institute concept.

INNOVATIVE ASPECTS

- Training for rural community leaders and elected officials

FUNDING

State and tuition, approximately one-half each: $15,000/year.

RESOURCES AVAILABLE

Information available on request.

CONTACT

Dr. J. Douglas McAllister, Director
Virginia Cooperative Extension Service
233 Smyth Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
(703) 961-6913

SEE ALSO:

- Mountain Empire Community College; Community Development Project
- University of Puerto Rico; La Montana College

Rural-Focused Curricula

Pennsylvania

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- videotapes

FORMAT
- classroom
- residential institute

Clarion University Coal Institute

GOALS AND OBJECTIVES

1. Disseminate information and provide education to the surface mining industry

DESCRIPTION

Clarion University formed the Coal Institute in 1979 to present conferences and short courses to disseminate research to persons involved in the surface mining of coal. Corporations and individuals join the institute (for $100 per year and $40 per year, respectively) and then take advantage of sessions on topics such as erosion-sediment control, acid mine drainage, reclamation, or transportation. The director of the institute, with the assistance of a steering committee and a graduate assistant, plan and implement the conferences and courses, and publish a newsletter (eight issues per year).

The creation of the Coal Institute is an example of college staff using their expertise to keep private industry aware of trends, technological changes, and policy issues. It is a further example of a college involving itself in the particular economic development issues of its region.

INNOVATIVE ASPECTS

- Ongoing information exchange between university and private sector on the industry that affects economic development of that region

FUNDING

Tuition obtained through memberships.
Total budget: $6,000/year.

RESOURCES AVAILABLE

Materials available upon request.

CONTACT

Dr. Frank Sessions, Dean
College of Continuing Education
Clarion University
Clarion, PA 16214
(814) 226-2227

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South Carolina

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

FORMAT
- classroom

Clemson University
Philip Morris Excellence in Tobacco Program

GOALS AND OBJECTIVES

1. Increase technical qualifications and encourage professional development of county agents serving tobacco industry

DESCRIPTION

The Excellence in Tobacco Program is an example of private industry assisting a university to upgrade the skills and education of rural professionals in its field. Philip Morris USA has provided funds 1) to sponsor county agents to attend regular graduate courses taught off-campus, 2) to support two graduate resident fellowships, and 3) to sponsor two tobacco-related high technology seminars annually. Clemson provides faculty and facilities and arranges the seminars. The courses are open to eligible citizens.

Since the program started in 1981, about twenty students have participated each year. It has provided a unique opportunity for minority and other employees to continue their education and develop skills for increased administrative responsibilities.

INNOVATIVE ASPECTS

- Private sector funding for professional development and training of rural employees

FUNDING

Corporate support, Philip Morris USA: $104,000 over three years.

RESOURCES AVAILABLE

Catalog available upon request.

CONTACT

Dr. Stephen R. Chapman
Associate Dean and Director
Philip Morris Excellence in Tobacco Program
102 Barre Hall
Clemson University
Clemson, SC 29631
(803) 654-3013

Montana

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotapes
- microcomputers
- simulator panel

FORMAT
- computer-assisted instruction
- traveling instructor
- multisite

Montana State University/Cooperative Extension Service Public Policy Education

GOALS AND OBJECTIVES

1. Provide information to citizens on the consequences of alternative solutions to public issues
2. Increase citizens' understanding of policymaking processes and improve their ability to communicate about issues

DESCRIPTION

Workshops and seminars on water management and other public policy issues such as land use, taxation, and agricultural trade have been designed for presentation to cooperative extension staff, state policymakers, and interested citizens.

A particularly interesting aspect of the water management curriculum is the use of a simulator that allows students to try out different decisions about water resource management and then see the impact of those decisions on a lighted panel. This multimedia teaching approach is computer-assisted and offers a "hands-on," active role in the learning process. Several water resource simulators are located across the United States and Canada. They are available for use by other groups.

INNOVATIVE ASPECTS

- Use of a simulator to allow practice decisions about water resource management.

FUNDING

State and federal support: $15,000/year.

RESOURCES AVAILABLE

Brochure available upon request.

CONTACT

Dr. Verne W. House
Taylor Hall
Montana State University
Bozeman, MT 59717
(406) 994-3402

Dr. John Amend
Department of Chemistry
Montana State University
Bozeman, MT 59717
(406) 994-5379

"...the Water Resources Management Simulator...is the most cost-effective teaching tool we've found."

Diane Noennig
U.S. Bureau of Reclamation
Billings, MT

Missouri

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

TECHNOLOGY USED
- audio
- videotaped courses/material

FORMAT
- classroom
- correspondence/independent study
- computer-assisted instruction
- weekend/evening classes
- traveling instructor
- multisite

University of Missouri-Columbia, College of Agriculture Nontraditional Study Program in Agriculture

GOALS AND OBJECTIVES

1. Provide access to baccalaureate degree in agriculture to students who cannot return to the campus on a full-time basis

DESCRIPTION

Students in the Nontraditional Study Program (NSP) are generally engaged in agribusiness such as farming, rural banking, or government agricultural services, or in private business such as feed and seed sales. The program was started in 1974 to provide access to a B.S. degree in agriculture for students who cannot pursue on-campus studies, yet have a need and motivation for the degree.

The program offers an individualized curriculum for each student that includes credit for prior learning, independent study courses, and courses at other colleges and universities. Upon acceptance into the Nontraditional Study Program, faculty plans a course sequence for graduation with and for the student. Course enrollments and fee payments are handled by mail; the NSP student pays an annual registration fee beyond normal course fees. Courses offered directly through NSP have been designed and packaged for independent study so students may, for the most part, study at home and take supervised examinations at nearby university extension centers, college campuses, or other appropriate locations. Sites for courses and exams vary each year depending on the location of the students.

About 150 students per year are enrolled in the program, and the average age is over thirty-five. Most of the students have had previous college course work, and their average grade point in the Nontraditional Study Program is significantly higher than it was during their college years.

INNOVATIVE ASPECTS

- Credit for prior learning offered in agricultural field and in other areas
- Degree of flexibility in curriculum offered to each student, focusing on their needs

FUNDING

State funds, course fees and registration fee collection: Total budget varies from year to year depending on number of credit hours generated. (Grants from W.K. Kellogg Foundation were received during the first five years, but since that time no outside funds have been used.)

RESOURCES AVAILABLE

Brochure available upon request.

CONTACT

John L. Mowrer, Director
Nontraditonal Study Program in Agriculture
College of Agriculture
University of Missouri-Columbia
103 Whitten Hall
Columbia, MO 65211
(314) 882-6287

"Thanks to the opportunity your institution has given me I am now general manager of an agribusiness firm. . ."

"Last week I received the end result of eleven years of hard work, my degree in agriculture. . . This dream would not have come true if it had not been for great people along with a forward looking institution such as the University of Missouri."

Puerto Rico

SPONSORING INSTITUTION/AGENCY
- 4-year college or university

FORMAT
- classroom
- farm laboratory

University of Puerto Rico
La Montana Regional College

GOALS AND OBJECTIVES

1. Offer two-year degree program in modern agricultural technology
2. Foster a positive image of agriculture and its economic potential for the country
3. Provide continuing education and training opportunities in agricultural-related areas

DESCRIPTION

This program was established in 1979 after the University of Puerto Rico conducted studies of the economic, social, and educational situation of the Central Mountain Region of Puerto Rico. In an area where rural residents are still using agricultural techniques of 100 years ago, the University decided to take on the challenge of establishing a two-year college to prepare agricultural technicians in the latest agricultural knowledge and techniques. A long-term goal of this effort is to revitalize agricultural productivity in this region of Puerto Rico.

Course work includes a combination of classroom instruction and farm laboratory study in these areas: agribusiness, farm management, horticulture, pest control, and food processing. Courses in secretarial science and business administration are also offered. The college is a regional college of the University of Puerto Rico and is locally administered by a dean/director. The college operates on a two-semester system with one summer school session. About 500 students per year are enrolled in this program, and about 90 percent of them receive some financial aid in order to study.

Close cooperation exists between the college and the food processing industry of Puerto Rico.

INNOVATIVE ASPECTS

- Establishment of program that is expected to directly affect economic development of the surrounding area
- Support for program from private industry

FUNDING

Federally supported: $1,833,306/year.
(Grants from USDOE have been received - Upward Bound and Title III.)

RESOURCES AVAILABLE

Catalog and other materials available upon request.

CONTACT

Professor Mary F. Clarke
Director of Institutional Research
University of Puerto Rico
P.O. Box 1449
Utuado, PR 00761
(809) 894-2828

Carlos Santaella, a member of the first graduating class in Horticulture from the College, is working with the vines of the passion fruit. Carlos is preparing to finish his Bachelor's degree and hopes to continue on for a Master's degree.

"I feel that the College is a great gift that we have received here in the mountain region of Puerto Rico — an area that lacked any type of postsecondary education, that suffered a notable absence of opportunities. Now we have it and we must help it to grow."

Edwin A. Colon
Class of 1981

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Rural Education Resources

These resources were identified either through survey responses or recommendations from rural educators. In some cases they are well established programs, in others they are beginning efforts to research policy issues or specialized topics related to rural postsecondary education. They are briefly described to give the reader a sense of their product and operation. While this resource listing is by no means comprehensive, some of these efforts represent models of cooperation, resource sharing and technical assistance of interest to practitioners and policy makers.

Clearinghouse on Rural Education and Small Schools
ERIC/CRESS
Box 3AP
Las Cruces, NM 88003
(505) 646-2623
Contact: Everett Edington, Director

The Clearinghouse has a data base of information about rural education and small schools that has been abstracted from journal articles and books, catalogs, and other sources.

Cooperative Extension Service
U.S. Department of Agriculture
14th and Independence Avenue, S.W.
Washington, D.C. 20250
(202) 447-3377
Contact: Constance McKenna (202) 447-7300
Mary Nell Greenwood, Administrator

Established in 1914 to improve agriculture and rural communities, the Cooperative Extension Service is an important resource for rural educators. The basic mission is to improve American agriculture and strengthen rural family life and communities through dissemination and application of research knowledge and leadership techniques. This is done through a partnership of federal, state, county, and local agencies and employees who provide courses and seminars and do research. Particular areas of expertise are agriculture, home economics and nutrition, natural resource management, youth leadership training, and community development. The extension service adapts to emerging rural needs; for example, current efforts are underway to utilize new technologies and train rural residents in their application.

Some 15,000 staff in states and counties throughout the United States and its territories are implementing more than 3,500 programs. In addition, a centralized data base on resources is available for

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access. Cooperative extension staff and their service network of offices and administration are available as resources for rural educators at either local, state, or federal levels.

The Learning Channel
(formerly Appalachian Community Service Network)
1200 New Hampshire Avenue, N.W., Suite 240
Washington, D.C. 20036
(202) 331-8100
Contact: Judith K. Ballangee, Vice President, Public Affairs

This effort began in 1974 as an experiment of the Appalachian Regional Commission using NASA satellites to deliver continuing education to teachers in rural Appalachian towns. Today, the initial rural education focus has broadened to a larger purpose: to provide high quality lifelong learning programs for a national audience of adult learners.

The Learning Channel has now become an independent, nonprofit cable television network serving over 4.5 million homes via satellite-to-cable delivery. Their programming commitment is to serve adult learners with telecourses and programs acquired from outside producers as well as developed in-house.

National Postsecondary Alliance
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
Toll-Free: 1-800-848-4815
Contact: James P. Long

Thirty-six institutions in twenty-two states collaborate to share exemplary programs and to solve common problems in the National Postsecondary Alliance. Members include community colleges, technical institutes, area vocational-technical schools, university schools of vocational-technical education, etc. All are linked to the National Center through a formal consortium providing newsletters, conferences, joint publications, common grants, workshops, and meetings that address themes identified by Alliance members. For example, economic development and high technology are among the current themes. Consortium members pay dues for institutional memberships.

National Rural Research and Personnel Preparation Project
U.S. Department of Education
1603 Hamilton Street
Murray State University
Murray, KY 42071
(502) 762-2096
Contact: Dr. Doris Helge, National Rural Project

The focus of this project is service delivery systems for rural special education. Staff is developing, nationally field testing, and disseminating curriculum modules designed to train and assist rural educators responsible for special education. In addition, research has been conducted on the skills needed to effectively teach and live in rural environments in an effort to enhance rural personnel recruitment and retention.

Rural America Guidance Program
U.S. Department of Education
Office of Vocational and Adult Education
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 485-3655 or Toll-Free: 1-800-848-4815
Contact: Harry N. Drier, Associate Director

This was a comprehensive project to design, test, and implement a career guidance program in rural and small schools. The center initially produced, in cooperation with Wisconsin Vocational Studies Center and Northern Michigan University, the Rural America Series, a set of sixteen handbooks that describe how to plan, implement, and evaluate a career guidance program. From this, a project emerged to field test the planning process and to develop training materials on how to implement a guidance system.

Although the project has officially ended, it has materials available for purchase, as well as staff who could provide background and answer questions. In addition, the National Academy for Vocational Education plans annual conferences and workshops, some focusing on rural education.

Western Curriculum Coordination Center
College of Education
University of Hawaii - Manoa
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834
Contact: Barbara Luckner-Loveless
Lawrence F. H. Zane, Director

This is one of six federally funded regional centers that comprise the National Network for Curriculum Coordination in Vocational and Technical Education (others located in Olympia, Washington; Stillwater, Oklahoma; Springfield, Illinois; Trenton, New Jersey; Mississippi State, Mississippi). The network was formed in 1972 to share curriculum resources and information so educators could get information about vocational-technical curriculum materials in their region.

Rural teachers in particular are able to access curriculum materials and activities in their district or state at low cost and without duplication.

Other Resources

If an organization has an active rural effort, it is noted; otherwise they are listed only as general professional resources.

American Association for Adult and Continuing Education
1201 16th Street, N.W., Suite 301
Washington, D.C. 20036
(202) 822-7866

American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
(202) 293-7050

- AACJC Commission on Small/Rural Community Colleges

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

- Published The Sourcebook: A Directory of Resources for Small and Rural School Districts, September 198[illegible]

American Association of State Colleges and Universities
One Dupont Circle, Suite 700
Washington, D.C. 20036
(202) 293-7070

American Council on Education
One Dupont Circle
Washington, D.C. 20036
(202) 659-3130

- Commission on the Adult Learner

American Hospital Association
840 North Lakeshore Drive
Chicago, IL 60611
(312) 280-6000

American Library Association
50 East Huron Street
Chicago, IL 60611
(312) 944-6780

- Committee on Rural Library Service

Association for Community-Based Education
1806 Vernon Street, N.W.
Washington, D.C. 20009
(202) 462-6333

National Association of State Universities and Land Grant Colleges
One Dupont Circle, N.W., Suite 710
Washington, D.C. 20036
(202) 293-7120

National Community Education Association
1201 16th Street, N.W., Suite 305
Washington, D.C. 20036
(202) 466-3530

National Rural Fellows
1776 Broadway
New York, NY 10019
(212) 541-5711

National University Continuing Education Association
One Dupont Circle, Suite 420
Washington, D.C. 20036
(202) 659-3130

- NUCEA Committee on Rural Programs

The College Board
888 Seventh Avenue
New York, NY 10106
(212) 582-6210

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Armstrong, Gail, The Sourcebook: A Directory of Resources for Small and Rural School Districts. Washington, D.C.:The American Association of School Administrators, 1983.

Bransford, Louis A., Telecommunications in Rural America: Special Populations, Special Problems. Report prepared as background for Workshop on Telecommunications in the Service of Rural Education, July 8-9, 1980, Washington, D.C., sponsored by the National Institute of Education.

Chamber of Commerce of the United States, The New Job Training Partnership Act, A Primer for Business, Chambers of Commerce, Trade and Professional Associations. Washington, D.C., 1981.

Cross, K. Patricia, Adults as Learners, Increasing Participation and Facilitating Learning. San Francisco:Jossey-Bass, 1981.

Feasley, Charles E., Serving Learners at a Distance: A Guide to Program Practices. ASHE-ERIC Higher Education Research Report No. 5. Washington, D.C.:Association for the Study of Higher Education, 1982.

Filep, Robert T., Telecommunications and the Rural American, Today and Tomorrow. Report prepared as background for Workshop on Telecommunications in the Service of Rural Education, July 8-9, 1980, Washington, D.C., sponsored by the National Institute of Education.

Lewis, Raymond J., Meeting Learners' Needs Through Telecommunications, A Directory and Guide to Programs. Washington, D.C.:American Association for Higher Education, 1982.

McCannon, Roger S., "Serving Rural Adult Learners," from C. E. Kasworm (Ed.), Educational Outreach to Select Adult Populations. New Directions for Continuing Education, No. 20, San Francisco:Jossey Bass, December, 1983, 15-29.

Rosenfeld, Stuart, "Something old, Something New: The Wedding of Rural Education and Rural Development; Phi Delta Kappan, Vol. 65, No. 4, December, 1983, 270-273.

Stanfield, Rochelle L., "Rapid Economic Growth of Rural Areas Brings Drawbacks Along with Blessings," National Journal, Vol. 15, No. 39. September 24, 1983, 1932-1937.

Tate, Pamela J. and Marilyn Kressel, (Eds.), The Expanding Role of Telecommunications in Higher Education. New Directions for Higher Education, no. 44, Vol. XI, No. 4, San Francisco:Jossey-Bass, 1983.

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Eastern Oregon State College; Rural-Based Teacher Development Program
United Tribes Educational Technical College; Project Discover
Vermont State Colleges; Assessment of Prior Learning/Educational Brokering

FOUR-YEAR COLLEGE OR UNIVERSITY

California State College at Stanislaus; Regional Learning Network
California State University at Chico; Instructional Television for Students
California State University at Chico; Rural Clinical Nurse Placement Center
Clarion University, College of Continuing Education; Coal Institute
Clemson University, Philip Morris Excellence in Tobacco
College of Great Falls; CGF-Telecom
Eastern Montana College; Indian Bilingual Teacher Training Program
Eastern Oregon State College; Division of Continuing Education
Mid-Coast Community College
Middlebury College, Bread Loaf School of English; Program in Writing
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Kentucky State Department of Education/Morehead State University; Paraprofessional Home Instruction for Adults
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U.S. Agency for International Development/Academy for Educational Development; AID Rural Satellite Program

NONPROFIT ASSOCIATION

Federation of Southern Cooperatives; Rural Development Institute
Illinois Agricultural Leadership Foundation; Illinois Agricultural Leadership Program
Institute for Community Education and Training; Academic and Employment Upgrading

PRIVATE SCHOOL

John C. Campbell Folk School; Experiential Education in Crafts, Dance, Music, and Folk-life Skills

REGIONAL LIBRARY

Northwest Iowa Regional Library; Continuing Education for Public Librarians and Trustees

RESEARCH INSTITUTE

Rensselaerville Institute; Help Yourself to Health in the Hilltowns

STATE DEPARTMENT OF EDUCATION

Pennsylvania State Department of Education; Grass Roots Alternative Diploma Study (GRADS)

STUDENT COOPERATIVE

Mountain Women's Exchange (in cooperation with Roane State Community College); Rural Communities Educational Cooperative

TWO-YEAR COLLEGE (COMMUNITY COLLEGE)

Bay de Noc Community College; Contracting with Business and Industry
Community College of Vermont
Mid-Plains Community College; Mobile Metals Van
Mountain Empire Community College; Community Development Project
State Board for Community Colleges/Otero Junior College; Colorado's Career Van
University of Kentucky Community College System; Dental Hygiene Mobile Program

VOCATIONAL-TECHNICAL COLLEGE/INSTITUTE

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Northern Maine Vocational Technical Institute; Maine Migrant Summer Youth Employment Program
Southwest Wisconsin Vocational Technical Institute; Project Pivot

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BLACK

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Institute for Community Education and Training; Academic and Employment Upgrading, South Carolina

MIGRANT YOUTH

Maryland Department of Education, Migrant Branch; Migrant Educational Opportunities Program
Northern Maine Vocational Technical Institute; Maine Migrant Summer Youth Employment Program

NATIVE AMERICAN/INDIAN

Eastern Montana College; Indian Bilingual Teacher Training Program
United Tribes Educational Technical College; Project Discover
University of Alaska, College of Human and Rural Development; Cross-cultural Education Development Program
University of Alaska; Rural Education
University of Arizona; Expanding Educational Opportunities in the Rural Southwest

WOMEN

College of Great Falls; CGF-Telecom
Institute for Community Education and Training; Academic and Employment Upgrading
Mountain Women's Exchange/Roane State Community College; Rural Communities Educational Cooperative
Southwest Wisconsin Vocational Technical Institute; Project Pivot
University of Arizona; Expanding Educational Opportunities in the Rural Southwest
University of Idaho/Washington State University; New Dimensions
University of Minnesota at Morris; Continuing Education and Regional Programs, Rural Women Mean Business

OTHER

College of Great Falls; CGF-Telecom (shift-working adults)
Pennsylvania Department of Education; GRADS (inmates in correctional institution)
West Virginia Institute of Technology; Communication Project (factory workers)

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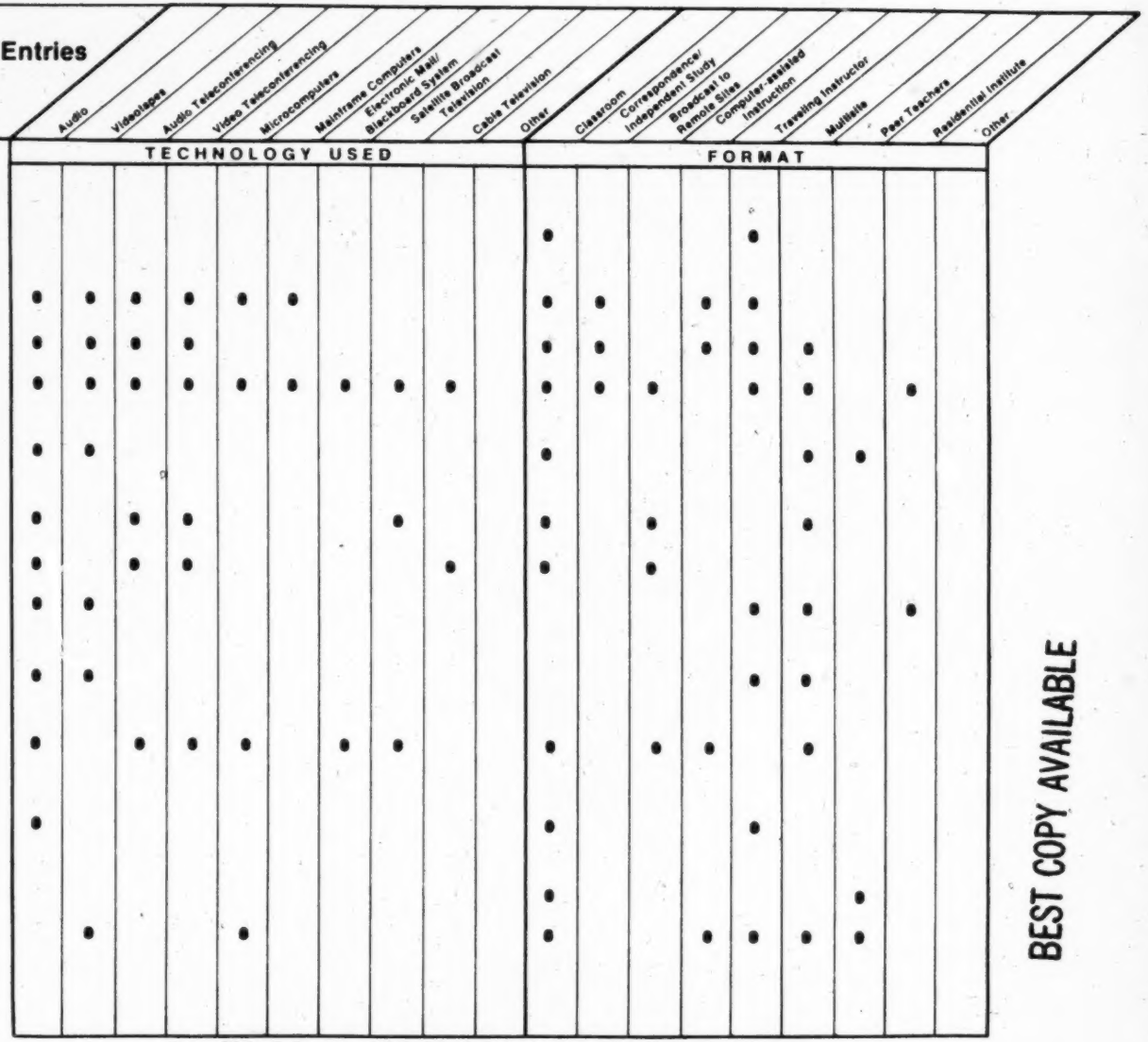
Index E: Technology and Format Used by Entries



ALABAMA

- Rural Development Institute
  Federation of Southern Cooperatives

ALASKA

- Alaska Native Human Resource Development Program
  University of Alaska, Cooperative Extension Service
- Cross-cultural Education Development Program (X-CED)
  University of Alaska, College of Human & Rural Development
- Rural Education
  University of Alaska

ARIZONA

- Expanding Educational Opportunities in the Rural Southwest
  University of Arizona

CALIFORNIA

- Instructional Television for Students
  California State University at Chico
- Regional Learning Network
  California State College at Stanislaus
- Rural Clinical Nurse Placement Center
  California State University at Chico

COLORADO

- Colorado's Career Van
  State Board for Community Colleges/Otero Junior College

DISTRICT OF COLUMBIA

- AID Rural Satellite Program
  U.S. Agency for International Development/Academy for Educational Development

HAWAII

- Kauai Weekend College
  West Oahu College/University of Hawaii

IDAHO

- New Dimensions
  University of Idaho/Washington State University
- Rural Education Adult Development in Idaho (READI)
  University of Idaho, Cooperative Extension Service

Note: "Other" formats utilized include weekend/evening classes, mobile van, off-campus preceptorship or field experience, one-to-one tutoring, student travel, seminars and newsletters.

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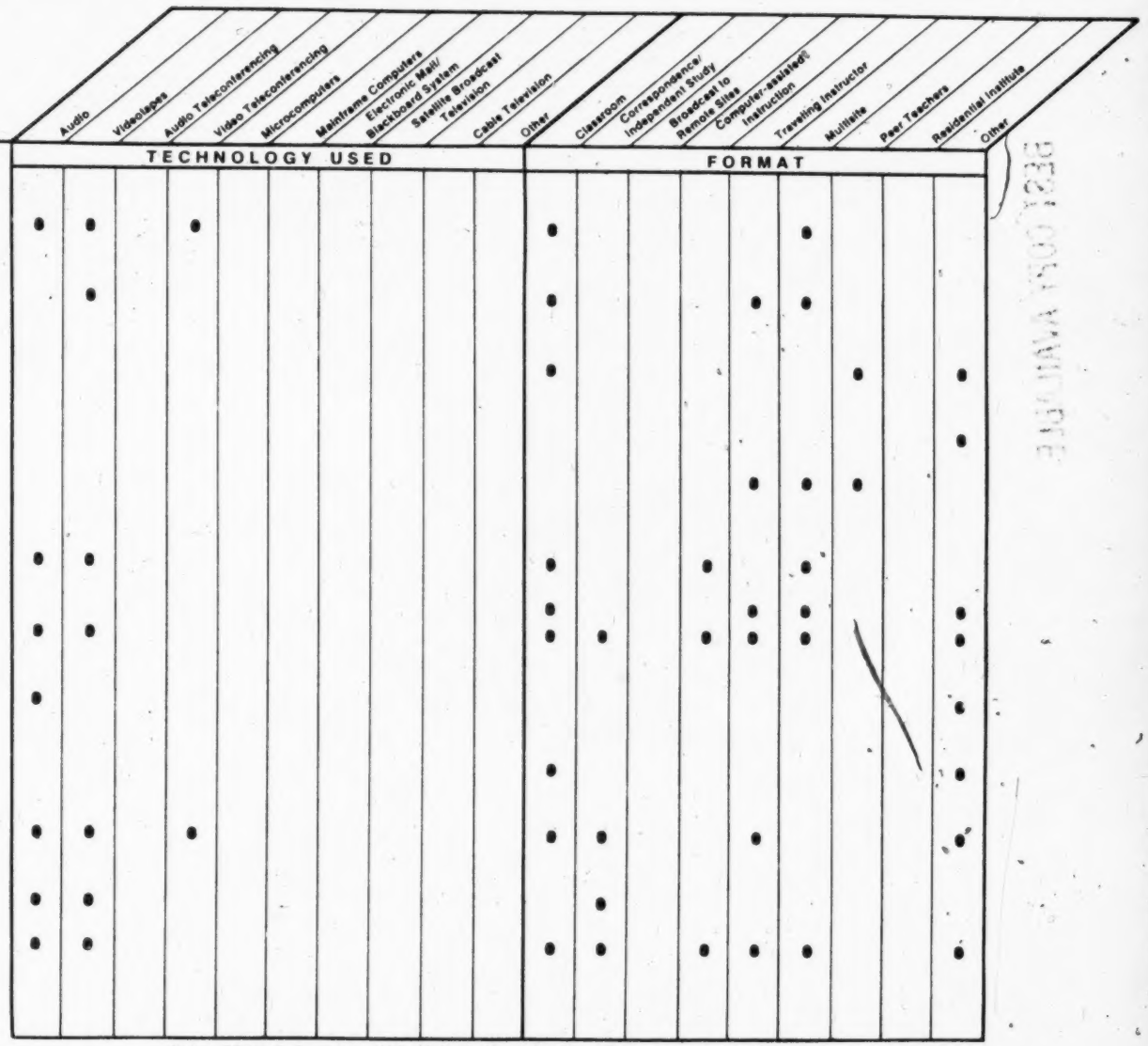

ILLINOIS

- Illinois Agricultural Leadership Program
  Illinois Agricultural Leadership Foundation

IOWA

- Continuing Education for Public Librarians & Trustees
  Northwest Iowa Regional Library

KANSAS

- Community Resource Program
  Kansas Department of Economic Development

KENTUCKY

- Dental Hygiene Mobile Program
  University of Kentucky Community College System
- Paraprofessional Home Instruction for Adults
  Kentucky State Department of Education/Morehead
  State University

MAINE

- Maine Migrant Summer Youth Employment Program
  Northern Maine Vocational Technical Institute
- Mid-Coast Community College
- Mobile Graduate Program
  University of Maine

MARYLAND

- Migrant Educational Opportunities Program
  Maryland Department of Education, Migrant Branch

MICHIGAN

- Contracting with Business and Industry
  Bay de Noc Community College

MINNESOTA

- Continuing Education and Regional Programs
  University of Minnesota at Morris

MISSOURI

- College-at-Home (Through Video)
  University of Missouri at Columbia
- Nontraditional Study Program in Agriculture
  University of Missouri at Columbia

Note: "Other" formats utilized include weekend/evening classes, mobile van, off-campus preceptorship or field experience, one-to-one tutoring, student travel, seminars and newsletters.

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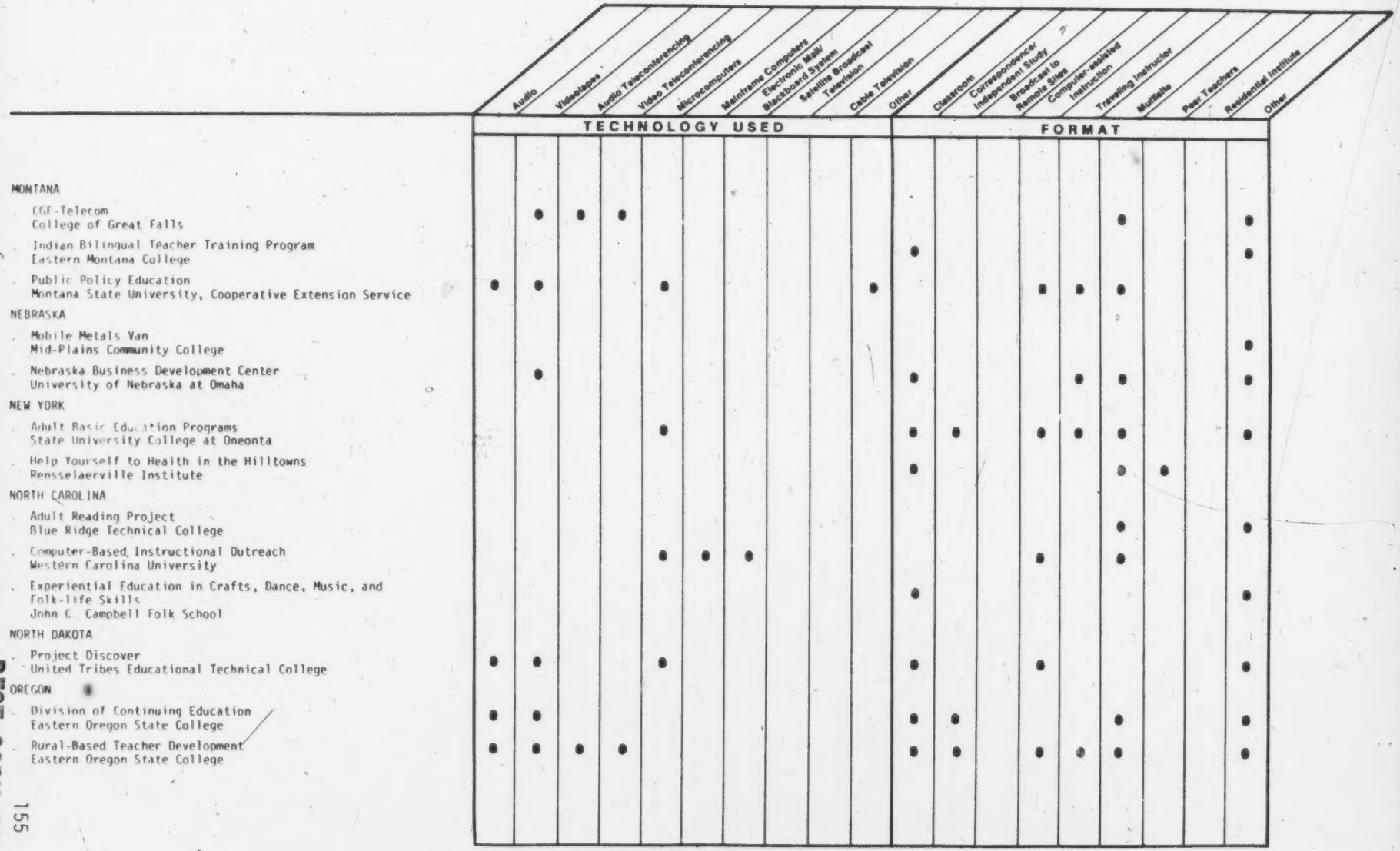

Note: "Other" formats utilized include weekend/evening classes, mobile van, off-campus preceptorship or field experience, one-to-one tutoring, student travel, seminars and newsletters.

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	TECHNOLOGY USED											FORMAT									
	Audio	Videotapes	Audio Teleconferencing	Video Teleconferencing	Microcomputers	Mainframe Computers	Electronic Mail/ Blackboard System	Satellite Broadcast Television	Cable Television	Other	Classroom	Correspondence/ Independent Study	Broadcast to Remote Sites	Computer-assisted Instruction	Traveling Instructor	Multisite	Peer Teachers	Residential Institute	Other
PENNSYLVANIA																				
. Coal Institute Clarion University, College of Continuing Education		•									•						•		
. Grass Roots Alternative Diploma Study (GRADS) Pennsylvania Department of Education		•						•	•		•	•	•		•				•
PUERTO RICO																				
. La Montana Regional College University of Puerto Rico											•								•
SOUTH CAROLINA																				
. Academic and Employment Upgrading Institute for Community Education and Training		•									•								
. Philip Morris Excellence in Tobacco Clemson University											•								
TENNESSEE																				
. Center for Health Services Vanderbilt University		•		•							•		•	•	•				
. Rural Communities Educational Cooperative Mountain Women's Exchange/Roane State Comm. College	•	•									•			•					•
VERMONT																				
. Assessment of Prior Learning/Educational Brokering Vermont State Colleges																				•
. Community College of Vermont											•				•					•
. Program in Writing Middlebury College, Bread Loaf School of English											•									
VIRGINIA																				
. Community Development Project Mountain Empire Community College											•									•
. Virginia Institute for Economic Development Virginia Polytechnic Institute and State University, Cooperative Extension Service	•	•									•	•		•						
WEST VIRGINIA																				
. Communication Project West Virginia Institute of Technology	•	•									•				•					•
. Outreach West Virginia Wesleyan College	•											•								
WISCONSIN																				
. Project Pivot Southwest Wisconsin Vocational Technical Institute	•	•									•			•	•				•	

Note: "Other" formats utilized include weekend/evening classes, mobile van, off-campus preceptorship or field experience, one-to-one tutoring, student travel, seminars and newsletters.

Appendices

Appendix 1: Contacts Made to Compile Mailing List

National Associations and Organizations

Academy for Educational Development
Adult Learning Association
Adult Performance Level Project
American Association for Adult and Continuing Education
American Association of Community and Junior Colleges
American Association for Higher Education
American Association of State Colleges and Universities
American Council on Education
American Library Association
Association for Continuing Higher Education
Coalition of Adult Education Organizations
Council on the Continuing Education Unit
Council of State Governments
Federation of Southern Cooperatives
Institute of Lifetime Learning
National Adult Vocational Education Association
National Association of Administrators of State and Federal Education Programs
National Association of State Universities and Land Grant Colleges
National Community Education Association
National Rural Fellows
National University Continuing Education Association
NTL Institute
Rural America, Inc.
Rural Coalition
Rural Education Association
Rural Sociological Society
Youth Policy Institute

Additional Contacts

Citations from "Rural Programs that Work," Office of Vocational and Adult Education, U.S. Department of Education report.
Cooperative Extension Program Directors (60)
FIPSE Project Directors (1983-84)
Foundations (80)
State Higher Education Executive Officers (50 states)

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Please return to: WICHE
P.O. Drawer P, Boulder, CO 80302
by February 1, 1984

Appendix 2: Survey Instrument

Inventory of Model Programs in Rural Postsecondary Education

Survey

I. Program Identification

Program Title: _____

Sponsoring Institution or Agency: _____

_____

Director: _____ Phone: ( ) _____

Address: _____
Street City State Zip

Contact Person
For Inquiries: _____

Please check the most appropriate category for program sponsor:

( ) 2-year college
( ) 4-year college or university
( ) consortium
( ) school
( ) library
( ) social service agency
( ) professional association
( ) governmental agency
( ) other _____

Key Staff:

Name	Area of Expertise	Available For Consulting? ( ) yes ( ) no

II. Program Description

GOALS AND OBJECTIVES. Briefly describe the goals and objectives of the program.

The previous numbered page is the original document.

Use additional sheets of paper if necessary.

PARTICIPANTS.

Is the program aimed at a specific population (e.g. Native American, migrant, women, etc.)? ( ) yes ( ) no If so, please describe.

Average number of participants in program: _____/month _____/quarter _____/year

Other statistics about the participants that you have collected (e.g. % male or female, average age, employed or not, educational background, income level):

ACCREDITATION.

Please list the degrees or certificates that are offered:

What agency has accredited the program?

If not accredited, please explain why:

( ) not relevant
( ) covered by broader institutional accreditation
( ) other _____

HISTORY.

When did the program begin?

How was the need for this program determined?

If a needs assessment was done, is a copy available? ( ) yes ( ) no

III. Operation and Delivery System

Describe the operation of the program:

Use additional sheets of paper if necessary.

Please indicate what types of delivery methods are used:

( ) audio
( ) video
( ) classroom
( ) computer-assisted instruction
( ) correspondence study
( ) evening/weekend classes
( ) traveling instructor
( ) multi-site campus
( ) teleconferencing
( ) other _____

How many sites are used in the program? _____

Where are they located?

How is the program publicized?

What other agencies or institutions do you cooperate with?

IV. Content and Curriculum

What topics/fields do your courses include?

Are the courses focused primarily on:
( ) academic preparation
( ) job-related training or advancement
( ) continuing professional education
( ) personal development

What kinds of course materials are used?

Who developed the materials?

Do you have a catalog or other course descriptive materials that you could share?
( ) yes ( ) no

Use additional sheets of paper if necessary.

V. Funding (Optional)

Total Program budget? _____ $_____/year

How long is the program funded? _____

Please indicate primary source of funds:

( ) tuition
( ) state
( ) federal
( ) corporate _____
(please list corporate contributors)

( ) foundation _____
(please list foundation supporting program)

( ) other _____

VI. Evaluation

Has a formal/informal evaluation been conducted? ( ) yes ( ) no
If so, please include a copy.

What has been especially successful about the program?

Describe what you consider to be the outstanding features of the program:

Describe the most persistent problems you have encountered, and what you have done to counter them:

Does the program fulfill long or short-term needs? In what ways?

VII. Additional Comments

Please attach a sheet listing any other people or programs that should be contacted, as well as further comments about this effort or your program. Thank you for your help!

Please Return Survey by February 1, 1984

TO: Ms. Karen Hone
Western Interstate Commission for Higher Education (WICHE)
P.O. Drawer P, Boulder, Colorado 80302

Questions? (303) 497-0247

Use additional sheets of paper if necessary.

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Appendix 3: Total Respondents to Survey (Alphabetical by State)

ALABAMA

Alabama Center for Higher Education; The School/College Connection
Federation of Southern Cooperatives; Cooperative Education/Rural Development Institute

ALASKA

Adult Learning Programs of Alaska; Rural Services
Northwest Community College; Remote (a/k/a Distant Learning Program)
Prince William Sound Community College-Copper Basin; Home Economics at Copper Basin
University of Alaska; Rural Education
University of Alaska; Galena Rural Education Center
University of Alaska; Nenana Valley Rural Education Center
University of Alaska; Unalaska Rural Education Center
University of Alaska, College of Human and Rural Development; Cross-Cultural Education Development Program (X-CED)
University of Alaska, Cooperative Extension Service; Alaska Native Human Resource Development Program

ARIZONA

North Adams State College; Program of Graduate and Continuing Education
Northern Arizona University; Field Based Degree Programs
Northland Pioneer College; Associate of General Studies Degree, Adult Education Project-General and Vocational Education
Southwest Institute for Research on Women; Expanding Educational Opportunities in the Rural Southwest
University of Arizona, Cooperative Extension Serivce; Agriculture, 4-H, Home Economics and Rural Development Programs
Yarapai College; Yarapai College Extension

ARKANSAS

North Arkansas Community College/Arkansas State Department of Education; Adult Basic Education

CALIFORNIA

Bay Area Community College Television Consortium; A Media-assisted College Degree Program
California State College at Stanislaus; Regional Learning Network
California State University at Chico; Rural Clinical Nurse Placement Center
California State University at Chico; Instructional Television for Students
Central Valley Opportunity Center; Employment and Training Programs
College of the Redwoods; Aquaculture

COLORADO

Adams State College; Adams State College Extension Division
Colorado Agricultural Leadership Council; Colorado Agricultural Leadership Program
Colorado State University; Division of Continuing Education
Colorado Mountain College; Community Education
Loretto Heights College; University Without Walls
Mesa College; Office of Continuing Education
State Board for Community Colleges/Otero Junior College; Colorado's Career Van
University of Southern Colorado; Office of Continuing Education and Academic Extension

CONNECTICUT

Quinebaug Valley Community College
University of Connecticut, Cooperative Extension Service

DISTRICT OF COLUMBIA

American Association of Retired Persons; Institute of Lifetime Learning
Learning Channel (formerly Appalachian Community Service Network)
U.S. Agency for International Development/Academy for Educational Development; AID Rural Satellite Program
U.S. Department of Agriculture/Land Grant Institutions; Cooperative Extension Service

FLORIDA

Lake City Community College; Arboriculture/Urban Forestry

GEORGIA

Georgia Department of Natural Resources, Environmental Protection Division/West Georgia College; Georgia Water and Wastewater Institute
Georgia Southern College, Department of Nursing; Family Nurse Practitioner Program

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HAWAII

University of Hawaii at Hilo, Center for Continuing Education and Community Service; Hawaii Community College West
University of Hawaii at Manoa, College of Education; Western Curriculum Coordination Center
University of Hawaii, Community Colleges; Clerical Occupational Cluster
West Oahu College/University of Hawaii; Kauai Weekend College

IDAHO

Idaho State University; Continuing Education and Summer Sessions
Lewis-Clark State College; North Idaho Outreach
University of Idaho, College of Education; Rural Schools Project
University of Idaho, Cooperative Extension Service; Rural Education Adult Development in Idaho (READI)
University of Idaho/Washington State University; New Dimensions

ILLINOIS

Illinois Agricultural Leadership Foundation; Illinois Agricultural Leadership Program
Illinois Department of Adult, Vocational and Technical Education/Southeastern Illinois College; Alternative Energy Technology Curriculum Development
Lake Land College; Adult Education Program
Olney Central College; Computer Literacy Program
University of Illinois at Urbana-Champaign; Community Information and Education Service

INDIANA

Ball State University; Evening and Weekend plus Off-campus Classes and Instructional Programs
Indiana Vocational Technical College, Extended Services Division; Credit Activity
Vincennes University; Vincennes University Jasper Center

IOWA

Area Education Agency (and four school districts); Two Way Instructional Television
Iowa Regents Universities; Bachelor of Liberal Studies External Degree Program
North Central Regional Library System; Educational Services
Northwest Iowa Regional Library System; Continuing Education for Public Librarians and Trustees

KANSAS

Kansas Department of Economic Development; Community Resource Program
Kansas State University; Off-campus Credit Programs
PRIDE (a countywide multiservice organization); Mt. Sunflower University for Higher Education
Topeka Housing Information Center; Tenant-Landlord Counseling

KENTUCKY

Hardin County Board of Education; Hardin County Adult Learning Center
Kentucky State Department of Education/Morehead State University; Paraprofessional Home Instruction for Adults
Murray State University; Volunteer Adult Reading Program
University of Kentucky, Cooperative Extension Service; Kentucky 4-H Program
University of Kentucky, Community College System; Dental Hygiene Mobile Program
U.S. Department of Education; National Rural Research and Personnel Preparation Project

LOUISIANA

Centenary College of Louisiana; Senior Adult Education
Louisiana College; Adult Fitness
Northwestern State University; Division of Continuing Education and Community Services

MAINE

Mid-Coast Adult Learning Cooperative
Northern Maine Vocational Technical Institute; Maine Migrant Summer Youth Employment Program
School Administration District #9; Franklin County Adult Basic Education and Tutorial Program
University of Maine; Mobile Graduate Program

MARYLAND

Frostburg State College; Reclamation Program
Maryland Department of Education, Migrant Branch; Migrant Educational Opportunities Program

MASSACHUSETTS

Mount Wachusett Community College; College and Career Re-entry Program

MICHIGAN

Bay de Noc Community College; Contracting with Business and Industry

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OKLAHOMA

Metropolitan Library of Oklahoma; Learning in Choctaw (LINC)
Oklahoma State Department of Vocational and Technical Education; Farm Business Management Program
Oklahoma State University, Cooperative Extension Service; Rural Development Program

OREGON

Eastern Oregon State College; Division of Continuing Education
Eastern Oregon State College; Rural-Based Teacher Development
Oregon Health Sciences University, School of Nursing

PENNSYLVANIA

Clarion University, College of Continuing Education; Coal Institute
Clearfield County Vo-Tech School; Adult Evening School
Indiana University of Pennsylvania; School of Continuing and Non-Resident Education
Pennsylvania Department of Education; Grass Roots Alternative Diploma Study (GRADS)
Pennsylvania Department of Education/Local School Districts; Pennsylvania Young and Adult Farmers
Pennsylvania State University, Cooperative Extension Service

PUERTO RICO

University of Puerto Rico; La Montana Regional College

SOUTH CAROLINA

Clemson University; Philip Morris Excellence in Tobacco Program
Clemson University, Cooperative Extension Service
Institute for Community Education and Training; Academic and Employment Upgrading

SOUTH DAKOTA

South Dakota State University, Cooperative Extension Service

TENNESSEE

Middle Tennessee State University; Historic Preservation Program
Mountain Women's Exchange/Roane State Community College; Rural Communities Educational Cooperative
Vanderbilt University, Center for Health Services

TEXAS

Hill Junior College; Industrial Cluster Program
Hill Junior College; Micro Electronics Cluster Program
Southwest Texas State University; Programs in Public Administration
West Texas State University; Alternative Energy Institute

UTAH

American Association of Retired Persons; Audio Visual Programs
Brigham Young University; Department of Independent Study
College of Eastern Utah at San Juan; Education/Training for Rural Native Americans (Primarily Navajos)
Southern Utah State College; Outreach Program: Teacher Education
Utah State University; Education Centers in Rural Utah
Utah State University; Southeast Utah Center for Continuing Education
Utah State University; Unitah Basin Education Center for Continuing Education

VERMONT

Community College of Vermont
Goddard College
Middlebury College, Bread Loaf School of English; Program in Writing
Vermont State Colleges Office of External Programs; Assessment of Prior Learning/Educational Brokering
Woodbury Associates School of Legal and Continuing Education; Paralegal, Counseling/Human Relations, and Mediation Programs

VIRGINIA

Caroline County Public Schools; Adult Education Program
Mountain Empire Community College; Community Development Project
Virginia Polytechnic Institute and State University, Virginia Cooperative Extension Service; Virginia Institute for Economic Development

WASHINGTON

Community Colleges of Spokane; Extension Services: Noncredit Classes
University of Washington; Medex Physician Assistant Program

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MINNESOTA

Minnesota Department of Public Welfare; The Parent-Provider Partnership: Competency Based Training and Assessment for Family Service Providers in Minnesota
University of Minnesota at Morris; Continuing Education and Regional Programs

MISSOURI

Southeast Missouri State University/Three Rivers Community College/University of Missouri-Extension; Bootheel Educational Consortium
University of Missouri at Columbia; College-at-Home (Through Video)
University of Missouri at Columbia; Missouri Agricultural Leadership of Tomorrow
University of Missouri at Columbia; Nontraditional Study Program in Agriculture

MONTANA

College of Great Falls; CGF-Telecom
Eastern Montana College; Indian Bilingual Teacher Training Program
Montana State University, Cooperative Extension Service; Public Policy Education
University of Montana; Continuing Education in Forest Ecology and Silviculture

NEBRASKA

Center for Rural Affairs; Small Farm Resource Project
Mid-Plains Community College; Mobile Metals Van
University of Nebraska at Lincoln, Cooperative Extension Service
University of Nebraska at Omaha; Nebraska Business Development Center

NEW HAMPSHIRE

School for Lifelong Learning; North Country Region and Connecticut Valley Region

NEW MEXICO

Luna Vocational Technical Institute; Marketing - Distributive Education

NEW YORK

Cooperative Extension Association of Albany County
Cornell University; Local Government Program
RensselaerVille Institute; Help Yourself to Health in the Hilltowns
State University College at Oneonta; Adult Basic Education Programs

NORTH CAROLINA

Appalachian State University; Appropriate Technology Program
Appalachian State University; Center for Appalachian Studies
Blue Ridge Technical College; Adult Reading Project
Eastern Carolina University; Rural Education Institute
John C. Campbell Folk School; Experiential Education in Crafts, Dance, Music, and Folk-life Skills
North Carolina State University; Division of Continuing Education
North Carolina State University; Extension Education
Twin Streams Educational Center; Experiential Educational Efforts toward Locally Owned Businesses: Worker Ownership
University of North Carolina at Asheville; Great Decisions
University of North Carolina at Elizabeth City/Elizabeth City State University; ECSU Graduate Center
Western Carolina University; Computer-Based Instructional Outreach Program
Western Carolina University; Division of Continuing Education
Western Carolina University, Center for Improving Mountain Living; Economic Development Division

NORTH DAKOTA

Little Hoop Community College
United Tribes Educational Technical Center; Project Discover
University of North Dakota at Grand Forks; Lifelong Learning Center

OHIO

Ohio State Department of Education, Vocational Home Economics; Displaced Homemaker Program
Ohio State Department of Education, Vocational Home Economics, Muskingum Area JVSD; Ohio Family Life Education
Ohio State Department of Education, Vocational Home Economics, Tri-County JVS; Ohio Family Life Education
Ohio State University, Department of Vocational Education; Farm Business Planning and Analysis
Ohio State University, National Center for Research in Vocational Education; National Postsecondary Alliance
Scioto Valley Local School District; Southern and Southeastern Ohio Adult Basic Education
Upper Valley Joint Vocational School; Second School Day - for Adults
U.S. Department of Education, Office of Vocational and Adult Education; Rural America Guidance Program

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WEST VIRGINIA

Hampshire County Board of Education, Hampshire County Career Training Center; Adult Basic Education - GED Preparation
West Virginia Board of Regents
West Virginia Institute of Technology; Communication Project
West Virginia Wesleyan College; Outreach

WISCONSIN

Madison Area Technical College; Sheep Production Program
North Lakeland Elementary School; North Lakeland Community Education Program
Southwest Wisconsin Vocational-Technical Institute; Progression Programs - Nursing
Southwest Wisconsin Vocational-Technical Institute; Project Pivot
Southwest Wisconsin Vocational-Technical Institute; Full Time and Continuing Education in Child Care
Unity Schools, Board of Education; Unity Community Education Program
University of Wisconsin at Madison; Vocational Studies Center
Waukesha County Technical Institute; People to People
Western Wisconsin Technical Institute; Feed, Fertilizer and Farm Supply Program
Wisconsin Vocational, Technical and Adult Education System; Emergency Medical Technician - Basic

WYOMING

University of Wyoming, Agricultural Extension Service

The Action Agenda for Rural Adult Postsecondary Education is a cooperative project between three divisions of continuing education (University for Man at Kansas State University, Eastern Oregon State College, and the University of Minnesota at Morris) and the Western Interstate Commission for Higher Education.

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KSU
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